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ABSTRACT

India is a country which has people of different cultures, religions, traditions, languages, castes and creed. In the democratic country of India, tribal people are one of the groups keeping their own culture and tradition that needs to be emphasized. The significant characteristics of the tribes are primitive traits, geographic isolation, distinct culture, shyness of contact and economically backward. By and large, tribes are living in different geo climatic and ecological conditions covering from forest and plains to hills and the area lack accessibility. Though they are considered as the marginalized or most vulnerable population in India, their way of life and tradition, culture are to be preserved and they should be brought into the main stream of the society. In order to uplift the tribal community to be a part of the main stream of the society, development of their skills are very essential. Skill development is the driving force for the transformation and development of an economy. The Government of India has taken several steps and launched many skill development schemes along with other welfare schemes for the betterment of the main stream as well as the tribal communities in India. .Keeping this objective in mind, in the 12thfive-year plan, government of India gave highest priority to the skill development. The national Policy on Skill Development was announced by the cabinet of India(2009) with a goal of making a workforce with strong skills knowledge and accepted qualification frame work which will help to enhancing competitiveness of India and to get decent job in the global market(IBEF, 2013). But many factors prevent the scheduled tribes from becoming a beneficiaries of various skill development programs provided by the government. In the above context, this study is an attempt to know the nature and effectiveness of various skill development programs offered to the tribal community. The effect of skill development program has been analyzed in terms of the advancement in the socio economic status of the tribal community after the skill development. The area chosen for the study is Idukki district, Kerala. The study has used primary data which has been collected with the help of structured questionnaire. For the primary data collection, responses have been collected from those who have undergone skill development training as well as from those who have not received the skill development training. Non probability random sampling technique has been used for primary data collection. The study found that there is a significant difference in the monthly income and number of working hours after the skill development training.It is also revealed that the saving habits also increased after skill development training.It is also found that unemployment has been reduced after skill development training and there is a shift from casual employment to self employment. At the same time, skill development doesn't have any

effect on the social status of the respondents. When we compare the economic status of the respondets with skill training and without skill training, it can be seen that there is an improvement in the economic status of the respondents with skill development.

Key Words: Skill Development, Tribal Population, Schemes, Employment Saving

1. Introduction

India is a country which has people of different cultures, religions, traditions, languages, castes and creed. The democratic country of India, every state has its own culture and traditions. Among them, tribal people are one such group that needs to be emphasized. Due to the presence of these tribes, India receives various flavours and real treasures. (Lakshmi and Paul, 2019) After independence, Government of India has included the tribes in the constitution and taken welfare measures, allotted special provisions for the development of tribes. In the matter of tribal communities across the states of India 75 percent of the ST population are most backward it is known as Primitive Tribal Communities (PTGs). Tribal areas are located in undulating and inaccessible plateau regions of the forest and hilly regions leading to difficulties in the channeling of developmental programme. The term tribe origins from a Latin root. The term tribe has got different meanings in different countries. For the Greek, it means as fraternities, Irish people used the term as communities, but for Romans it is meant by political divisions etc. Tribes are commonly referred as ‘adivasi, ‘pahari’ ‘vanavasi’, ‘adimjati’ etc. India is the most powerful democratic nation in the world and it has various ecosystems that inhabits different tribal population along its breadth and length. They mobilized and inhabited in majority of the underdeveloped countries. At the same time, they are rich in culture, traditions, customs and heritage with identical life style. The entire tribal population of India divided into two main regions are: north eastern states and the plains and high lands of central and southern regions. The north eastern and the high land states and the central plain and southern regions has 80 percent of tribes. The tribes in the peninsular India co-exist with non-tribal population whereas the north eastern tribes are generally live with isolated communities (TRIFED).

But the situation is different in south India where a smaller portion is found in the mountain areas particularly in Kerala, Karnataka and Tamil Nadu. Tribes speak around 105 various languages and 225 sub languages with great extent of varieties in India. Various languages spoken by tribes in India could be grouped into four major categories of languages, viz; Tibetochineese family, IndoEuropean family, Austro Asiatic family and Dravidian family (Basu, 2000).

1.2 Tribes in India

One of the important factors for the wellbeing of the society, is the socio economic condition of every human beings life. The tribal groups, the vulnerable population in the world, are earning low levels of income which does not even satisfy their basis needs. Government of India has not only included ST population in the constitution of India, but also set apart various welfare projects and the developmental projects to the ST communities in and outs of the states in India for their welfare improvement. The major portion of the tribal settlements are settled in inaccessible areas and undulating plateau and hilly lands in the forest areas of the country (Jayakumar and Palaniyammal, 2003).

Several initiatives were started by the government of India for the improvement of the tribal community. Despite that, it has not created much transformation in socio economic status and culture of the tribes. It has not created much change in the culture and socio economic status of the tribes. Illiteracy, wide spread poverty, inadequate sanitation, lack of drinking water facility, ineffective coverage of maternal, poor living conditions, and malnutrition make their living conditions more pathetic (Paltasingh, 2016).

On the basis of the means of livelihood of the tribes in India are classified into 7 groups: (1) Food gatherers and hunters: Malampandaram, Cholanaickan, Kadars, in Kerala, Birhor of Bihar, JenuKurubas of Karnataka, Juang of Orissa, Hill Maria of Madhya Pradesh, Rajis of UP, the Jarwa,theOnge, and the Andamanes in Andaman islands.(2) Settled agriculturists: the tribes lokeMunda. Santhals.Oraon, Ho Mina, Bhil, Gond etc. (3) Shifting Cultivators: Saora of Orissa, Nagas of Assam, Khasis of Meghalaya, Maria and muria of Madhya Pradesh (4) The pastoralists and cattle herders: Gujar,Gaddi and bakerwal in Himachal Pradesh, (5) Artisans: the tribes who are surviving on crafts such as tool making, basket making spinning and weaving.eg. Birhor of Bihar, Kota of Nilgiri hills, (6) Folk artists: Pradhans of Madhya Pradesh,(7) Wage Laborers: the santhal tribes have been working in the region of coal mines in Bihar, industrial development and mining, large group of tribals work in plantations, tribes of Chotanagpur work in North east tea plantations(Salil Basu, 2000).

1.3 Tribes in Kerala

The tribal populations were looked upon as barbaric, wild and unruly even before the British took over India. During that time they were treated as untouchable people and this tradition had been continued and still prevails in many regions of the country.

The total population in Kerala as per the census of India is 484839(census, 2011). The top most position of the tribes stand for Wayanad district with 151443 tribal population followed by Idukki district with 55815 tribal population (Census, 2011). Most of the tribal population, around 72.8 percent is situated in the six districts such as Wayanad, Palaghat, Kasaragod, Idukki, Thiruvananthapuram, Kannur etc. Out of the various tribal categories in Kerala, five tribal communities are considered as PTGs (Baiju, 2011). These PTGs are Cholanaickan, Koraga, Kadar, Kurumbar, Kattunaikan (Kakkoth, 2019).

In Kerala, the land ownership pattern in tribal communities, over 82 percent belong to agricultural workers but most of the tribes are landless. These population is still live below poverty line which constitute around 40 percent. The Restriction of Transfer of Land Restoration of Alienated lands Act, 1999 intended to restore land partially to the vulnerable tribals. Agitations and protests are raised for the land restoration by different organizations like National Farmers movement, Adivasi Dalit Samara Samiti,and Adivasi Gothra Mahasabhas(Chacko, 2007).

Generally, the tribes are food gathers and they live in forests and remote forest areas. They live in poverty and do not have good education. As they are living in remote areas, the general education and higher education is not reaching them. There are primary schools for the tribes in the peripheral places and even inside the colonies or settlements. But most of them are not getting accessibility to these school due to the remoteness and lack of schools in all tribal villages. Hence, good education still remains as unfulfilled dream for the tribal students

(Vaid, et.al 2011) emphasized that the tribal population has been divided into 5 sub-divisions and again divided into smaller divisions for effective implementation of policies. Government has taken various efforts to provide land for them but still it does not fulfill this objective in its length and breadth (http://www.focusonpeople.org). Many of the tribal communities are aware of the importance of education and hence these tribal groups have been educated and got employment. But, there are communities without sufficient education, even primary education in Kerala. The tribes which are found in Kerala hills are listed below.

Table: 1 Tribes of Kerala

Adiyan	Irular	Kattunaikkan	Kurichiyan	Malavedan	Mannan
Aranadan	Kammara	Koraga	Kurumban	Malasar	Mudugar
Iravallan	Kadar	Kudiya	Kuruman	Malakuravan	Muthuvan
Cholanaikkan	Kani	Kochuvelan	Malappulayan	Mala Arayan	Palayan
Alar	Kanikkaran	Koda	Malampandaram	Malayan	Paniyan
		Ulladar	Urali		

Source: (Varghese & Mathew, 2015)

1.4 Tribes in Idukki

Out of the fourteen districts, Idukki is one of the largest districts in Kerala. It has four Taluks such as Devikulm, Piramede, Thodupuzha and Udumbanchola and four blocks. Idukki, generally is a mountainous district. It has got the name Idukki from the Malayalam word 'Idukku' which means a narrow passage. The district consists of green valleys and majestic mountains. Idukki is an agrarian district and is industrially backward. Idukki is well known for plantation crops. The major plantation crops produced in Idukki include pepper, cardamom, tea, coffee and other spices etc. Idukki is the most beautiful place as well as an eco tourist spot. It is the second largest district where large number of tribes inhabited there. These different tribal groups migrated mostly from Tamil Nadu as well as various parts of Kerala (Pushpam, 2018). There are approximately 245 tribal settlements in the district out of which 74 settlements are in Thodupuzha, 126 settlements in Devikulam 11 settlements are in Peermade, and 34 settlements in UdumbancholaTaluks (ITDP office). According to the census 2011, the tribal families are around 11516(Census, 2011). The distribution of tribal population in Devikulamtaluk is 9.1percent, Thodupuzhataluk is 6.5 percent, Peermadutaluk is 3.3 percent and in udumbancholataluk the lowest percentage, 1.7%,(Pushpam, 2018). The main tribal clans areMalayarayan ,Malayan, Mannan, Malapandaram , Muthuvan, Urali ,Paliyan , Hilpulayan, Ulladan etc. Malampandaram and Mala vedan are too seen in Idukki, but population of these groups are lower than that of other tribal groups (Varghese & Mathew, 2015).

1.5. Need and Significance of the study

Efforts have been taken since independence to become empowered the tribal community in India. The government of India has been taken several steps and launched many skill

development schemes along with other welfare schemes for the betterment of tribal communities in India.

Measures have been taken to provide skill training which include skilling, reskilling and up skilling appropriate to the age group. Along with this, various Non-Governmental Organizations (NGOs) also initiated various skill development programmes to promote economic and social wellbeing of the tribal population. The NGOs and other voluntary organization has also shown special interest to promote the tribal population by implementing various skill development programmes. Currently, micro, small and medium enterprises (MSMEs) programmes are being promoted through skill development as a key strategy for addressing the eradication of poverty. So the researcher is interested to explore the potential of entrepreneurs for empowering the tribal people and also finds out opportunities, diversification and challenges of entrepreneurship to tackle the poverty of the tribals through Skill development programmes of the government and various NGOs. Even though there are various schemes implemented for this community, existing literature shows that it has not been very effective. The study would be helpful to get a clear picture of the effectiveness of skill development programme meant for the tribal population. The present study will throw light upon the lacuna associated with the implementation of these programs and the policy implications emerging out of this research study would be helpful to the policy makers to fill these gaps in the implementation part.

1.6. Theoretical framework

Skill Development and Capability Approach

Amartya sen defines 'capability approach' human life as a series of "doings and beings", he called them as 'functioning' and it connects the assessment of the quality of life to the evaluation of the ability to generate an output to function. The functioning and capability are 'active' rather than passive' in a person. Functioning as an achievement of an individual ie, individual's activities and states of being. Capability points out the various combinations of functioning of an individual can achieve. The functionings are an essential element of a person and an evaluation of the person's well-being.

A person's capability considers on the different combinations doings and beings (functioning) can achieve oneself. The capability approach can be assessed with the commodity-based and utility –based methods of evaluation. The utility based assessment is explicitly related to

welfare economics, in terms of few mental conditions like, pleasure, happiness and desire fulfilment.

When relate capability approach to skills of tribal population, there are functionings and achievement to tribal people. According to Sen, functioning is an achievement of a person of the tribal population has their own traditional or intrinsic capability to do something by themselves only. They know how to collect the natural resources without affecting the ecosystem. They are capable enough to find medicines and know how to prepare the medicines. It is a traditional knowledge. On the other side, they have potential capabilities. These can be achieved through better education and training given in various skill development processes when functions and capabilities used in synchronized manner. At this level, the output of tribals will be more and gradually, the earnings of them may increase faster than previous condition.

If the capability approach is assessed on the basis of commodity based evaluation and utility based evaluation, the first one could be evaluated on the outcomes which they produced by their efficiency. The commodity based assessment is related to utility based assessment. When a person receives good training and education he/she is able to compete with outside their peripheral. Slowly and gradually the individual become filled with mental satisfaction like happiness, pleasure, desire fulfillment, confidence etc.

The capability theory could be applied in skill development of tribals. What they could earn is capability of the tribals which they have earned traditionally. But these people can expect more outcome with the skills in dexterity. According to Sen, the functioning which a person can achieve in their life with the support of skill training, by doing so the standard of living will improve and capable enough to compete with urban sector.

2. LITERATURE REVIEW

This section deals with the literature review related to the socio economic conditions of tribal population and the impact of various skill development programme on the marginalized sections of the society. The review has been divided into the following themes, viz, tribal population and socio-economic conditions, financial inclusion of the tribal population, effect of various skill development schemes and Tribal population, NGOs and skill development programme among Tribal population.

2.1 Socio-economic Conditions of Tribal Population

(Latwalet. al, 2017) highlighted the necessity to fight against the diverse problems and large extent of socio economic and geographical requirements of the economy. The study did a comparison between the present status & future requirement of the skill education in India and to outline the major challenges in skill education. The main challenges are demand and supply mismatch, low education attainment, lack of linkage between academia and industry, etc. To overcome the challenges, the government and its partner agencies must prepared more standardized skill centred institutions or centres across the country.

An attempt has been made by (Lal and Devanna, 2016) to identify the condition of economic and social status of the tribal communities. Tribes have taken agriculture as the important work for their livelihoods as well as they do not have much skill development training for better opportunity in life to foster their economy and social standards. The study noted that that the socio economic condition depends upon the problems in delivering public health services for the tribes in India. The study found that the administrative skills and organizational capabilities needed to be tuned up according to the tribal needs. The observation of the author is limited to the health care.

(Tanushree and Vinoj, 2015) tried to know the intensity of marginalization of tribal communities in the labour market and the status of employment. The study suggested the role of development by induced displacement procedure of harmonious blending of the indigenous tribal communities. In the development of induced displacement which includes high-power plants, construction of dams, development of transportation deforestation, irrigation projects, urbanization etc. The induced displacement created economic development but the tribal residents forced to flee from the home land, is the ultimate result. Gradually, the displacement forced them to marginalize from the labour market. The study examined the path of diversification for livelihood purposes to the people who fail the life chances in the way of development by modernization.

Moving to policy in the matter of socio economic conditions of tribal population, (Rao & Ramu, 2014) made an extensive study into the various dimensions pertaining to tribal development policy taken by government of India at the time of economic planning. But the study has not analyzed the effectiveness of skill development programme among tribal population in India.

(Naik and Reddy, 2014) has critically analyzed the various schemes implemented in India and Andra Pradesh in particular. The major findings of the study are marginal increase in savings, livelihood opportunities, betterment of housing status, marginal increase in employment opportunities etc. Whereas 40% of the respondents were of the opinion that the tribal development schemes were not effective in terms of improving the community assets.

(Kispotta, 2014) analyzed that economic and social plight of the tribal communities who reside in remote hilly areas of Dhanwar, in Chattisgarh. The tribal population in this district is socially and economically very backward. Most of them depending on forest produce and agriculture for their livelihood. The study tried to kindle lights to open the eyes of government officials for uplifting the tribal population. The schemes implemented by government are not started except Mahatma Gandhi Rural Employment Guarantee Act(MNREGA). The study found that majority of the villagers are in poor living standards, most of them are illiterate, sources of earning is limited as well as depending forest, Kaccha and small houses, economic status is very low. The study suggested to put forward a joint effort of government and stakeholders for a better coordination for the development of tribal community in the district.

The study conducted by (Rajasenan and George, 2013) throw light upon the asymmetrical characteristics of socio economic measures such as livelihood, education and health among the tribal communities in Kerala. They also highlighted the decline of social and economic opportunities of the tribal people caused by the failure of the government schemes.
(Baiju, 2011) proposed that the livelihood of the tribal communities can be improved only by creating awareness and willingness to know the possibilities of reaching skill up gradation and access of skill development schemes. (Chetia, 2015)studied the advancement of the tribal group towards inclusive growth. The study found that the progress of the economic and social conditions of the tribal population are not appreciable in the case of the North Guwahati. Their living standards are remaining low. The inclusive growth should be reflected in the form of better employment opportunities, livelihood and improvements in basic amenities such as sanitation, housing, electricity, water, etc and special care for backward populations like SC,STs. Majority of the respondents are the beneficiaries of the general welfare schemes whereas the skill development process not attained in full swing.

(Maharatna, 2011) emphasizes the overall basis of the socio cultural features and the demographic features in the total tribal population. The entire tribal features are distinct from non tribal to tribal population. The analysis shown the beautiful socio cultural traditions of tribal population have made an esteem demographic pattern and results like infant and child mortality and lower level of fertility. It distinguishes from the main stream of the society is its balanced sex proportion, lesser degree of gender discrimination, giving high level in female status. These all features are developed by their traditional socio cultural characteristics such as tolerance of widow remarriage, female marriages only after the maturity, choice/consensual based marriage without dowry, freedom to divorce which are considered as ideal as advanced.

(Amitha Shah, 2008) gives a vivid picture of the strategies, opportunities and status of the enhancement of livelihood among tribal population in Gujarat. The effective remedy suggested for the deprivation is the workforce diversification. While exploring the economic life and culture of tribes, (Cornell & Kalt, 1994) had discussed that the tribes are different in their economic development strategies and the outcomes of the strategies. The essential pre requisite for tribal economic development is the development which meets the tribal goals ie, successful tribal sovereignty. Three factors are responsible for tribal development they are: sovereignty, institutional and development strategy. Human capital which is destroyed by alcoholism and other social problems. Lack of effective plan strategy, distance from markets and management techniques are the reasons for lack of human capital.

2.2. Financial inclusion of Tribal Population and Skill development

(Govind, 2019) analyze the extend of financial inclusion among tribal people of Pulpallypanchayath in Wayanad. The tribal population in many parts of the state are still unaware of the major services provided by the commercial banks. The areas where tribal population is more, have not achieved even the initial goals of financial inclusion and financial literacy. Most of them spend their daily income completely for consumption and saves nothing at the end of the day. The marginalized tribal population always remaining as marginal. They must be capable enough to survive out of the vicious circle of poverty. In this section, reviewed few literatures related to financial inclusion of tribal population with the main stream of the society

(Dhanyamol.and Ramanujam, 2019) the examined the personality influence on financial inclusion among the tribal population in Kerala. There is an important role in the set of procedures of inclusive growth of the poor and most backward sections of the economy through

increasing the income of the marginalized households. The impact will be positive on self employment, households consumption, poverty and the general welfare of the rural people by the accessibility of financial services like, savings, credit, insurance services, ATM facilities.

The tribal communities are less informed on the various financial practices (Krishnan, 2014). (Chauhan, J, 2018) attempted to study the effectiveness of Pradhanmanthri Jan DhanYojana, (PMJDY) in the financial literacy programme in the southern part of Gujarat. The author analyzed few steps were taken by the government of India to reduce the problem of financial inclusion. Some of them are expansion of banks in rural and remote areas, opening of self help groups, micro financing facility, RBI suggested to open zero balance account, facility to speedy and transparent financial services etc. for the communities who are excluded from the financial services enjoyed by the major portion of the society.(Chaudhary, 2017), proposed a similar idea on the financial inclusion, ensuring deposit, saving bank account, credit scheme etc to be accessed to all families through the scheme of Pradhanmanthri Jan DhanYojana,(PMJDY).

(Sahoo et al., 2017) examined the status of the financial status of tribal communities in the two districts such as Mayurbanj and Bolangir in Odisha. There are different factors determining the financial inclusion of the tribal population like total annual income of the household, the size of private owned land, education and the involvement in the employment generation scheme like Mahatma Gandhi National Rural Employment Scheme(MGNREGS). Hence, the author reaches a conclusion that financial inclusion has a significant influence on inclusive growth of the marginalized and the weaker groups of the economy through increasing the income of the households as well as the accessibility of financial inclusion services like, savings, credit facilities, insurance facilities, modern banking services by using of ATM e-banking facilities. These factors would help them to reduce unemployment, reduce poverty, increase consumption etc.

(Chaudhary, 2017) studied the role of Pradhan Mantri Jan DhanYojana(PMJDY) inclusive growth and financial inclusion. Under this scheme, the operations are categorized as two phases. In phase I there are several services, financial literacy, number of bank account etc were categorized and in phase II credit guarantee Fund, Insurance, Direct benefit Transfer were categorized. Under the scheme, each family can access banking facilities.

(Kumar et. al., 2015) examines status of the inter-tribal and intra tribal model of living conditions, environmental conditions and social conditions between the various tribal groups of Andra Pradesh particularly in the coastal region. The socio economic and cultural factors are responsible to the status of living conditions. The socio economic development varies with

the tribal communities and tribal areas. To the implementation and success of the schemes for the overall integrated development of tribal communities social ethics, traditional values cannot be ignored. These factors have significant role to the sustainable development of tribal areas.

(Rajasenan et. al., 2015) found that the livelihood status and educational level have promoted the Malayarayan community compared to other group of trial communities in Kerala. This reflects the disproportionality in the nature socio economic indicators between the tribal communities itself. The benefits of skill development programmes and reservation of government jobs have highly benefitted the single ,Malayaraya community due to their high education standards and the living standards. Hence the Malayaraya, Kuruma, Kurichiya tribes are termed as forward whereas the tribes who have(Paniya,Urali, Adiya, Muthuvansetc) low income ,living standards and employment and poor education indicators are termed as backward tribal groups.

(Aduda & Kalunda, 2012) proposed that to eradicate poverty, financial services and financial sector are highly important in the economy. The services of financial inclusion should be advantageous to the downtrodden and the weaker who have no formal financial services. The study emphasizes that financial exclusion leads to social and economic exclusion in all ways. Appropriate banking models should be designed for the excluded people to become the beneficiaries of it. Certain indicators of financial inclusion are bank accounts for adult, demographic branch penetration and geographic branch penetration.

2.3 Skill Development and Socio economic Status

(Mahanandia & Chillakuri, 2018) focused upon the living circumstances like shelter drinking water, economic status, education etc of tribal working groups in Koraput district, Odisha. This paper attempted to understand the expenditure and income sources of the tribal population in this district. According to the study, most of the workers are in semi skilledand under skilled category while 84 percentage of workers remain as unskilled category. Government should be given certain concern of socio economic development and livelihood, education, health etc of the tribal population. The study also found that only small percentage of labourers felt that the monthly earning is enough for meeting the day to day expenditure. The income and livelihood status is low. To improve the socio economic status of the tribal population a transformation regarding occupation is pertinent. More employment opportunities needs to raise their living conditions as well as to meet the consumption needs.

(Afroz, 2018) highlighted the structural transformation helps the workforce to shift from primary to secondary and tertiary sector. In Indian scenario, the shifting is from agriculture to non agriculture sector. Generally the self employed workers are engaged in agriculture sectors and casual employed workers included in construction sector as well as agriculture sectors. Skill development is a way to shift the workers from own account workers to self employed workforce. The author high lights that the Indian labour market segmented and stratified. It can be classified as organized and unorganized sectors. The organized sector is classified as private firms with more than 10 employees and the public sector enterprises. Whereas the unorganized sector is defined as all private sector with less than 10 employees family workers and casual employees. The study found that the quality of employment determines quality of work.

(Rana & Verma, 2017) discussed the issues of tribal youth In India. In order to improve socio economic condition of the tribal youth there should be solutions for school drop outs, literacy, health condition of tribal youth, unemployment etc. In this study a positive youth Development (PYD) model has been suggested to reduce the issues of the tribes. In this approach every youth with or without issues must be included in the welfare activities.

(R. Kumar, 2017) reviewed the status of skill development, education and employment for youth in Bihar. Employable skill development training give priority to technical, practical and vocational skills rather than academic skill training. In the same way, it was proposed that skill up gradation, rural self sufficiency in utilization of resources, leadership and governance are the three areas that lead to progress of the welfare of the rural population. They are unable to find employment opportunities. Even though they have savings, they do not know how to utilize it in an effective way. The author suggested that it is pertinent to consider the significance of promoting skill development programme to the marginalized group.

An ecosystem is to be created that enables the skill training and education of youth, and generates opportunities for self-employment, employment and entrepreneurship. A New Education Policy is required and it may have proper directions for the well planned integration of the skills in higher education level as well as academic equivalence to the courses based on skills (Sachan,2017).

(Kadrolkar, 2017) analyzed the purpose of implementing TRYSEM to provide self employment and wage employment by generating skills to the rural youth. It is much useful to the unskilled people particularly the rural youth to start self employmentprogrammes. the study found that the TRYSEM scheme is no effect to reduce poverty and unemployment in the rural

sector. In this study revealed that the programme helped the beneficiaries to increase income level but it is not sufficient to cross the poverty line. More self employment can be created by providing skill training in traditional employments such as embroidery, tailoring etc. Whereas the beneficiaries trained under modern trades such as motor rewinding, computer jobs etc are useful in getting wage employment because huge amount of investment is required to start self employment. Most of the beneficiaries are able to start self employment in tailoring and embroidery because it requires less amount of knowledge and investment. In short the study concluded that wage employment has enabled the beneficiaries to get better income compared to self employment.

(Ananthesh, 2016) emphasize that it is the prime requisite of India to to make ready for India with appropriate skills to face labour market needs. India's multi skilled development programme known as 'Skill India' by equipping more than 500 youth workforce with skill development training to provide competent labour force availability. To change India to the knowledge economy and digitally empowered society the 'Skill India' and the 'Digital India' are two programme launched to develop ICT skills to get employment.

(Iffat et.al, 2016) suggested the single window system, as a remedy to the skill shortage issue. The authors pointed out the 'one window solution' for the system of high quality skill development is to be acquired by concentrating on appropriate coursework development, generation of self employment and job placement in industrial sector. An appropriate skill strategy for the tribal groups is imperative with their ecosystems and the skills are utilized progressively. The unused skill is likely to reduce the return, whereas innovative skills are to be included in large extent which will get high return(OECD, 2013). Shukla (2017) highlighted the value of training and its importance that it can increase the knowledge and provide tribal people with the avenues to understand the knowledge they have already earned and the skills.

(Akila and Kubendran, 2016) proposed the effective implementation of schemes to improve the socio economic status of tribal population under the leadership ITDP on Tamil Nadu.The objective of the schemes is the integration of tribal communities to the main stream in terms of the educationally, economically and socially. Through which the ITDP tries to reduce the gap between tribal and non-tribal communities. The ITDP has taken steps with the cooperation of other departments, formulated and implemented social and economic development programmes are to be brought the tribal communities along with non tribal communities. The

main programmes implemented in Tamil Nadu were (JEEVANDHAR WELL DIGGING SCHEME (JWT), Horticulture training programme, Sericulture training and Rural housing.

(Ragini, 2016) analyzed the impact of skill development helps to bring out higher growth in the economy of a country by the employability of workers. These factors increase the living standard, employability as well as the sustainability. Employability is the prominent factor to the development of a country which achieve by the growing demographic dividend. Skill training promotes better attitudes, team learning, promoting social participation, values and motivations, knowledge which constitute a better social integration.

(Okada, 2012) examined the different opportunities for developing their skills and the constraints which challenge them from the experiences of Karnataka. and suggested that, Indian youth must be provided better skill training and education to seek decent employment in the labour market.

(Hartl, 2009)analyzed several vocational education and skill development training provided by International Fund for Agriculture Development (IFAD). Again the study explored that skill training the most venerable as well as the supportive to the poor. All training projects should prioritize the selection of the participants who must use its fullest extent and potential. The study emphasizes the training is not extended to rural areas and also for women. The skill development training is not only for agriculture but also for off farm investment like the skills to be developed to migrate for employment to other areas from the home land . This paper shows the return of inventory skill and fitness to perform as successful in the rural areas. The IFAD provided training related to capacity building in the gender view.

Another line of study by (Singh et al.2013) pointed out the skill development efforts have been taken from pre globalization to post globalization era to encounter the challenges of education and technology. Skill development is important in the creation of a pool of adequate number of skilled personnel with appropriate skills in line with the requirements of the final users such as trade, industry and services sectors.

(Pillai, 2010) analyzed how indigenous and marginalized communities developed equations for symbiotic livelihood security and conservation of biodiversity, through decentralized decision making and innovative ideas. The study was undergone with the activities of participatory bio diversity conservation programme implemented in Periayar Tiger Reserve

(PTR). Two programmes were started Tribal guiding Team and the Tribal hamlet. They were given training in the tourism in the Protected Areas of PTR. This programme was highly successful to the participants, attained financial discipline and self-esteem in their life. A group of tribes were formed Tribal Hamlet through which the tribal culture displayed to the tourists. Both scheme helped the participants to improve their livelihood and social relationship.

2.4. Effect of Various Skill development Programme and Tribal population

Literatures have also tried to understand the effect of skill development programme on tribal population. This section deals with studies pertaining to international experience as well as national experience.

2.4.1 Studies related to International Experience

(Shabbir, Shariff, Alshaibani, Faisal, & Salman, 2018)provided an insight into the present picture of Pakistan with regard to skill development. The government of Pakistan hastaken measures of socio economic growth to increase skill development levels of the country by self employment. The study found that skilled human being would be able to provide resources for the socio economic prosperity of Pakistan.

(Monika, 2015) highlighted that ASEAN countries are aware of the structural transformation to encounter the labour market demands and the production shifts from agriculture into value added service sectors and industrial sectors. The paper analyzes the mismatches and shortages in skills in ASEAN counties from enterprise surveys in employment and unemployment education level and skills levels. (Blattman et. al., 2014) suggested a programme 'Youth Opportunities programme' called 'YOP', a programme government in Northern Uganda to assist the unemployed and rural poor adults to become self employed artisans.

(John Mills et.al, 2012) summarizes the origin of various skill sets and describes the difference between skill sets developed by vocational education and training(VET), structure of training packages and which developed by Registered Training Organizations(RTOs) for participants. Further, analyzed the principle of skill sets and the role in the National training system. The review discusses the core features of skill sets (1) skill sets developed by industry skills councils in training packages, (2) skill sets developed by registered training organizations (RTOs) with their peculiar clients. In Australian industries, the training packages are based on the standard of performance for expected tasks and job roles in the work place. The packages are prepared on the basis of competency and the rules for combining the different units into

occupation level learning outcomes and VET qualification aligned to the Australian Qualification Frame work (AQF). The two types of skill sets are varies in their composition. The training packages are developed by Registered Training Organizations(RTO) are flexible model made up of units of competency from any source while those training package skill sets are made up of specified units of training package qualifications that meets the needs of clients. Skill sets in training packages are referred to as 'industry endorsed' and estimated to be national value in their own right in the statement of achievement issued Skill sets accepted short courses are referred as 'endorsed' and of local value. The respondents agreed that the opportunities of employment were improved with training given with appropriate skill sets.

(Phelan & Sharpley, 2011) focused on the range of competencies and skills of the farmers in the North West of England. The authors identified the effectiveness of implementing strategy of diversification in farm tourism. As per their study the farmer lack several additional skills entrepreneurial competencies need for success. They found that the management and business competencies are recognized as important as well as entrepreneurship is prior to managing skills. They identified entrepreneurship as the engine of rural development specifically in tourism and a well-balanced skills mix would intensify entrepreneurship. In farmers perception the managerial skills include customer service, organizational skills, marketing skills, supervision skills etc and personal maturity skills and entrepreneurial skills include critical evaluation, emotional coping up self-awareness, goal setting, business concept, negotiation, networking skills etc are important.

(Awogbenle and Iwuamadi, 2010) examined the constraints which hinder young people to seek employments and suggested that immediate attention is to be given to orient people of the vulnerable economies specially in Nigerians for absorbing entrepreneurship and self employment through entrepreneurial training and vocational training programs as short term mechanism of intervention

Training reflected on skills related to enterprise, distribution and business management, market analysis, would help small scale farmers in recognizing technologies that would benefit the entrepreneurs more, as well as they would interest to participate in innovative agriculture sectors. Training can make a difference of the women small land holders in socially and economically. Training is to be given in financial management in marketing and packaging as well (Collett, & Gale, 2009).

Robin and Leichenko, (2003), raises an important question while analyzing income variation across indigenous people ie, American Indian tribal areas. The Indian and American tribal areas are located in remote and isolated particularly in the interior part of forest areas. Due to the locational factors, which include lack of infrastructure, less agglomeration, absence of proper accessibility to markets cause continuous poverty across these countries.

(Ellis, 2000) analyzed livelihood diversification of rural households in developing countries. Better diversification of livelihoods, human capital, infrastructure, credit enabling environments for grassroots initiative are essential for success. The study found that government must actively be involved in giving skill training in the rural areas that lack skills and creativity, business competencies and training an effective way to renew the entrepreneurship curriculum into the general activities and school subjects both the primary and secondary levels. Another new operation adopted for upgrading the management and workers is known as 'Training Drive 95' The main purpose of this drive was to motivate the labour force in the production centres of Ford company in Cologne, Germany to engage actively in a process of change. This could be an opportunity to analyze the importance of setting up a continuing and comprehensive skilled training programme for upgrading quality of the workers and the management (Behrendt and Hakenberg, 1996).

2.4.2 Studies Related to National Experience

(Chakravorty & Bedi, 2019) examined the effect of the programme DDUGKY implemented in Bihar. The study found that the DDUGKY programme solidly reaches the targeted group, the rural youth. It found that 29 percent of employment increased after the training offered. The result of the training programme increased the prospects of labour market. Even though the increase in employment the upshot programme not positive in all respects. There exists post discrimination the youth. The study again focused on the urgent need of initial employment placement as well as the employment status of the youth after a time period because a certain level of job placement is not succeed.

(Ambily, 2018)analyzed the effectiveness of various schemes launched by Kerala government. These schemes are intended for social and individual development of the tribes VanabandhuKalyanYojana, MGNREGA, Jalanidhi Pradhan MantriGrameenAwasYojana, JawaharRizgarYojana are social development schemes. The study found that the major works

in the tribal area are less skilled works. Hence, keen attention is to be given to training to acquire skilled labour works.

(Hazarika, 2016) identified the various skill development programme provided by State Institute of Rural Development for rural entrepreneurship(SIRD) and also examined motivational role of training provided by the institution. The SIRD institution has provided the necessary inputs like Pig breeding centres, Mushroom labs, poultry, hatchery, brooding farms, rearing farms etc. to the SHGS at affordable prices. To motivate the entrepreneurs, the demonstration units can also be arranged in various centres. The successful entrepreneurs can be called for motivating the youth by sharing the path ways of success. The study found that 75% of the youth are motivated to start business after the training and 67% of the entrepreneurs stated that their standard of living has been increased. Through the various programme, 68% of the rural youth are able to recognize the importance of diversification and develop a status of "Can Do'' attitude in them.

Several initiatives of National Skill Development Corporation (NSDC) in skill development in India has been analyzed by (Srivastava, 2016). In this paper, the author emphasized that skill development training and up grading the skills are important needs for the development because Indian government has recognized the value of various skill development training. No doubt that it is very essential to gain awareness on the skill development schemes and programme of the government and the allied agencies.(Sincymol, 2016) highlighted knowledge of tribal people about various schemes of government. As per the analysis some of the respondents are aware but still many lack information regarding the awareness of the multiple beneficial schemes. As per the study the individuals who are already the beneficiary of the scheme again enjoys the benefit but the needy one never come under the beneficiary target. The authorities haven't paid much attention to this issue.

(Ritwika and Mishra, 2015) explored and pointed out various aspects of technical training and the skill development training as well as vocational education in rural sectors. The study found that the investment should be more quality oriented in vocational and skill training for rural youth and a particular care should be given to address the needs of women. The training is to be equally interdependent on both supply and demand.

An attempt has been made by (Munisamy, 2015) to study the different programme related to the skill development offered by the Central and state governments to the tribal population

along with several backdrops. The author reviewed and projected few important developmental schemes implemented for tribes in Andra Pradesh. There is no shortage of schemes but still there exist mismanagement of the various schemes. He noticed that lack of awareness of the various programme stretched by the government for the marginalized people. Hence the shortage of beneficiaries is compounded.

(Mehdi and Chaudhary,2015) in their study discusses demographic dynamics of India and indicates that policy makers have the vast window of opportunity with that segment of population have confidence to entering the workforce between 2030-2050. The study analyzed the earliest stages of human capital formation in the context of employability. They opined that early childhood development potentially influences the education and employability of the workforce in the future and also discussed soft skill development to gather the demographic dividend in a style with the need of knowledge economy of India. Human capital formation is a crucial aspect for becoming more skilled or education etc are essential for a community development as well as economic development

A harmonious co ordination between various stake holders, knowledge sharing, skill policies, and effective participation of employers and trade unions along with technology development are core to any economies development strategy. All stake holders participation would strengthen the skilled economy(Sanghi & A.Srija, 2015). The study focused upon the skill development strategy and various skill development schemes for the marginalized people.

Palanithurai (2014) analyzed that there is no initiative at the in situational level for skilling the youth. This has to be addressed immediately. Students have to be prepared to acquire a skill set to increase their employability. All these works will have to be carried out in a war footing by integrating all the agencies involved in skill development in India.

(Shrivastava & Shrivastava, 2013) pointed out that the survey conducted known as Global entrepreneurship Monitor (GEM) project, is the national level assessment of entrepreneurial activities in annually in India. It helped to identify how various entrepreneurship attained the growth of a country. There are two kinds of entrepreneurship, they are: opportunity and necessity entrepreneurship. The necessity entrepreneurship in this study means that the one forced to become an entrepreneur due to lack of better option whereas opportunity entrepreneurship means that the entrepreneur has better choice to start up new enterprise on the basis of his vision. The association between economic development and necessity

entrepreneurship probable to negative in low income nations where as the relationship between economic development and necessity entrepreneurship high income nations probably positive.

(Nidhi, 2013), analyzed the policy provisions, implementation and monitoring mechanism of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) to show that policy designs with collaborative governance systems and legal intensifying mechanisms can lead to empowerment of marginalized population. MGNREGA was enacted in 2005, by the Rural Development Ministry in India with a view to address the instructional inequalities and short comings. The objective of the act is to guarantees that minimum 100 days of wage employment to every household whose adult members can do voluntarily unskilled manual work. The study gives a major focus on unskilled manual work not given attention to skilled and semiskilled works.

(Sindhi, 2012) analyzed the various skill development programme particularly for women in Gujarat. The study found that tribal women can acquire skill for development through training and education and there by enhance the productivity. In order to make the tribal population self-reliant and economically independent to compete with the outside rural economy, free education and employable skill development programme should be taken for tribal women and students. The earliest training of human capital can expect more demographic dividend in the later stages and decades of life. Similarly, Another study by (Vinodan and james, 2011) identified the possibilities of eco tourism and eco enterprises. Eco tourism enterprises are owned and managed by local tribes and include activities like engaged in paper carry bag production, honey processing, organic farming, bamboo handicraft production, balm production, working as part of ParambikulamDhara Project, tailoring unit, sales outlet etc. Another pioneering work was done by Joshi et.al, (2010) by examining the possibilities of traditional medicinal knowledge on poisonous creatures practiced among non tribal people and tribal population in Bastardisrict in Chattisgarh. The study analyzed how the tribal population has the capability to know more about their local ecology and, the tourist spots. But the fact is that the skill development training has been ignored for several years by the donors, policy makers, and the private sector. There is need for recruitment of trainees and follow up support in form of credit, mentoring and technical input.

(Saji and Samy, 2010) tried to identify the possibilities of integration of tribal population into

tourism zone in Kerala. There should be integration of the tribal population with tourism. Their knowledge in the local forest ecosystem and culture have found resources for the tourism service providers for adding cultural appeal of the ecotourism programmes. Periyar Tiger Reserve is a best example for this. The paper again tried to explore through the various alternative tourism concepts like cultural tourism, eco-tourism and observe its actual possibilities and practices in Kerala.

(Wandschneider, 2004)analyzed that there should be a balanced approach with the potential and existing socio-economic impact of towns in rural sectors and connects all the locations as gateways for investment, enterprise development interventions and policy making. As per result of the study is the important fields of Technical Vocational Educational Training (TVET) and Training for Vocational Skill Development (TVSD) are important factors in eliminating rural poverty. But the fact is that the skill development training has been ignored for several years by the donors, policy makers, and the private sector. There is need for recruitment of trainees and follow up support in form of credit, mentoring and technical input. (Kapoor, 2011) highlighted the significance and requisite of the communications media in designing diffusion of new technologies and the environmental awareness among the rural population in the village Shringverpur, Allahabad district.

{(Goutam, 2013); (Takur and Sharma, 2012)} identified and highlighted commendable schemes and programme for the progress of education and welfare programmes among tribal people in India. Goutam mentioned certain educational schemes with skill development programmes to the tribal population. The author analysed vocational training schemes to develop skills for self-employment and the various jobs to improve socio economic condition of the tribal youth. Where asTakur and Sharma pointed out the programmes of SwarnaJayantiGramaSwarosgarYojana (SJSY), Training of Rural Youth for Self Employment (TRYSEM), Development for Women and Children in Rural Areas(DWCRA) Ganga KalyanYojana etc. The government of Himachal Pradesh brought few efforts for the tribal communities development through Integrated Tribal Development Programme(ITDP) centres. Enhancement of existing training opportunities is major factor of the skill development policy. The author put forward few points to the skill development. By and large, the infrastructure must be improved by creating it highly responsive to the particular requirements of various industries as well as the widespread adaptation of technology to improve the impact of

training/learning. Second, recruitment of skilled trainers is yet another significant factor of improving quality(Palit, 2009).

(Shukla & Mani, 2015)identified the significant impact of the Research and Development Institutes (R&D) under the direction of the Indian Council of Medical Research(ICMR), Council of Scientific and industrial Research(CSIR), Department of Science and technology (DST), Indian Council of Agricultural Research(ICAR), Department of Biotechnology(DBT) etc. These programs give priority to develop the rural areas particularly the weaker SC ST section of the society. The project related to food grains(Green). Fisheries(Blue), Oil seeds(Yellow), milk \Doary(White), National AgriculturalResearch Project (NARP),National Agricultural Technology (NATP), Institution-Village linkage Program(IVLP), Science for Equity Empowerment and Development(SEED)program are few examples of the program given by the R&D institutes to empower the weaker sections of the society. Project of vermiculture, project for bio-pesticides, project for mushroom cultivation, projects related to aqua culture etc should be implemented for SC/ST and for rural people. A cultivation of tissue culture vanilla with the help of Peerumadu Development Society in Idukki district, Kerala, has been done by SC ST population under the guidance of the R&D institutes.

(Kanitkar, 1994)examined the motivation of entrepreneurs to shift from farm based occupation to nonfarm occupation. The entrepreneurs approach to raise resources for their enterprises as well as the factors which facilitated the entry of the village base entrepreneurs into business.
(Suresh, 2014) focused on the influence of various five year plans for the upliftment of tribal population after the independence of India. There are many tribal development schemes are still active through the five year plans in India. Several efforts have been done to make the tribal communities to transform and develop economically, socially, culturally, educationally and politically. In different five year plan periods, various approaches, models and development theories have been propounded for development of tribes. Some of them included in Multipurpose Tribal Blocks, Tribal Development Block, Community Development Programme, Primitive Tribal Groups, Modified Area Development Approach, Integrated Tribal Development Projects, Dispersed Tribal Development Programme, Tribal Sub-Plan, and Centrally Sponsored Schemes.

(Choudhary and Jain, 2017)has made a comparative study into the skill development and education system in the institutions in internationally. They threw light on skill development

ecosystem in India. India is to be achieved skill requirements by 2022. This paper discusses the drop outs start from standard V onwards as per 12th five year plan report. If they received skill development and training can get employment though they did not receive formal education. The study further showed the major challenges of India such as lack of infrastructure, limited capacity in institutions, lack of awareness, cost concerns etc. It analyzes the education system of Germany, China And India. Germany and China give compulsory skill based education in the school level itself.

(Forbes, 2000) attempted to examine various impact on trade flows such as high skilled wages, low skilled wages and inequality in wages in both high skill abundant and low skill abundant countries. It develops a new data set on trade flows showed that the relationship are highly dependent on the utilized skill classification and categorization of skills The new data set on trade behaviour, applying income levels, manufacturing wages, average education and an index of these variables. With these variables, to classify the trades and countries move as comparatively low skill intensive and high skill intensive. When skills are by more accurate measures trade with trade with low skill countries have important positive relationship with wage inequality in high skill countries. This relationship is highly robust and is driven by the negative relationship between trade and wages from low skilled work. It is essential to pay attention to willingness and individual demand for skill development programme. (Martinez-fernandez & Choi, 2013) highlighted certain problems on skill development faced by the Asian countries such as creating a system for training, decreasing skill mismatches between the industry needs and training, to increase the outcome the quality of skill training must be upgraded. It is essential to make an equilibrium between skill demand skill supply in tribal and other marginalized sections in the economy.

(Saini, 2015) opined that the supply of work force can be converted into skilled labour force which will be immediately accepted by the industry. (Kremer, 1993) opines that O-ring production function requires a mechanism by which tiny variations in worker skill make high differences in wages and productivity. In this O-ring production function quality cannot be substituted for quantity, the workers have similar skill will match each other and makes an equilibrium of wages. It will be a function of workers skill. The workers are sorted on the basis of quality. High skill labourers will be distributed to the subsequent stages of production.

New partnership and new skill strategy are crucial to an innovative path of working. Every government, agencies should be given priority to the capacity building(Mcgrath & Mcgrath, 2006)highlighted that skill development has the ability to connect and maintain sustainable livelihoods. A similar study has been done by(Lakshmi & Paul, 2019), discussed some skill development schemes, educational programmes and other welfare programmes implemented for tribal population in Telangana and AndraPradesh.,as part of self employment opportunities and up gradation of skills.

(Pandey & Nema, 2017) reviewed the skill development programme and its effectiveness in technical training given to young population of the country. The respondents who undergone skill training helps them acquire skills as well as improvement social and economic condition of tribal youth. The skill development programme of India has motivated the tribal youth in self employment activities like start ups and they motivated others to get the skill training.

2.5 NGOs and skill development programme among Tribal population.

(Soumya.K.M, 2016) emphasized the value of organic farming. Out of the two kinds of organic farming such as group organic farming and individual organic farming, the certified group organic farming is most profitable, economic and significant than individual certified organic farming.. The cost of group organic farming is relatively less than individual organic farming. It is important to note that the land area for organic farming and the number of organic farmers expressing a positive attitude in Idukki District. The output can be increased by providing the skill training needful for the quality and quantity. The NGOs and other associations have a role to play the skills of farmers by extending workshops or other training for them.

The functions of Non Governmental Organizations (NGOs) in practicing skill development programme and the implementation of various schemes in rural and extremely remote marginalized area is a relevant aspect. The are many NGOs actively participating in the implementation of the various government and other schemes. In this section an attempt has been made to review the role played by NGO in enhancing the skills of the marginalized tribal community.

(Bawa et.al.,2007) highlighted the intervention of Ashoka Trust for Research in Ecology and the Environment(ATREEs), Bangalore, among the Adivasi families in Biligiri Rangaswamy Temple (BRT) Wildlife Sanctuary. The intervention of NGOs, Large scale Adivasi Multipurpose Societies (LAMPS), SHGs, community organizations and Interventions of

government organizations have helped to improve the living standards of several poor people by increased income from Non Timber Forest Products (NTEP) as well as increased diversified agricultural production. ATREE has worked with local communities to: (a) diversify their livelihoods, (b) enhance income from the harvest of NTFPs through value addition, and (c) modify agricultural practices to increase productivity. The study found that ATREE's interventions have increased the role of institutions in steering and mobilizing local communities towards the path of sustainability in three ways. First, new institutions formation such as self-help groups. Second, asses the capacity of institutions such as LAMPS, and community-based organizations, training to forest guards and recently more scientific inputs to the draft management plan of the BRT Wildlife Sanctuary, third, ATREE has brought together government and NGOs to management plan and develop conservation.

Davis (2018) analyzed the impact of Additional Skill Acquisition Programme(ASAP), an initiative of government of Kerala for reducing unemployment. The study found that the training goes to general academic curriculum simultaneously to the students of higher secondary schools in Kerala. It is an innovative training programme to uphold employment of the graduate and higher secondary as well. The role of NGO in community development by PDS in Idukki district Kerala is typical example in this regard. It has developed organic farming and integrated watershed management. When we analyze the NGOs role, it is highly beneficial to look into the viewpoints of (Larry Jowh, 2013). Author claims that academic papers and government wish lists do not mitigate poverty, but visionary leadership and practicability using 'projectification' which means the project oriented style of societal processes are institutionalized in organizing all sorts of work, is the pre requisite to change the poverty of South Africa. A deliberate combination of land, government, bank and NGOs using 'projectification' of rural development. Top management, senior management, qualified and experienced artisans, skilled, technical junior management, semi skilled , unskilled and non permanent employee profile. These establishments can provide training and start up capital. The shortage is to be supplied by the government, Non-Governmental Organizations (NGOs). With good education and training, they could convert the large tribal trust land that is lying waste into the profitable economic ventures. (Hazra, 2010) pointed out that when promoting civil society networking will be helpful to mobilize the tribal people for forming their groups with organizations. The purpose of which are fighting for the social justice and tribal rights by adopting hierarchical system of strengthening the capability of the tribal communities to use their voice and ensure their claims as addressed by political processes and policies. He found that the tools of governance in the country, the committed and energetic

non-governmental organizations and organizations of civil society can play a crucial role for making impact on tribal population.

(Jacob,2007) highlighted the working of Peermade Development Society(PDS), a prominent NGO in Idukki district, Kerala, in community development and economic development. The role of NGO in community development by PDS in Idukki district Kerala is typical example in this regard. It has developed organic farming and integrated watershed management particularly for the tribal population. The long term shift in the orientation of development thinking which led to the prominence and the proliferation of NGOs in the field of development.

2.6 Research Gap

The reviewed literatures tried to look at the impact of skills development in the rural sector as well as in tribal segments in Kerala. Reviewed literatures also emphasized the predominant role played by the skill development schemes with the diversified skills in terms of uplifting the downtrodden in the economy {(Ellis,2000); (Philan and Sharpely, 2011)}. Studies have been conducted with respect to the impact of various skill development schemes on the rural population in India {(Chaudhary et.al (2017); Kadar et.al (2009); Srija (2015)}, but there is a dearth of studies with respect to skill development on the tribal community in the chosen study area. Literature is also very less in terms of the skill training and the application of various schemes implemented by Central/State governments among tribal communities in Idukki district, Kerala. This study tries to fill the gap in the existing literature by analyzing the nature of skill development program and the effect of the various programs in terms of improving the socio economic status of the tribal population.

2.7 Statement of Research Problem

Tribal community belong to the lowest strata of the informal economy in India. According to the 2011 Census, there are 104 million tribal people which constitutes about 8.6 percent of the national population. This community is facing social, economic and geographic exclusion. They are unaware of their rights and the market potential of their resources and skills due to illiteracy. This has forced them for distress migration and they are particularly vulnerable to exploitation. The major cause of the backwardness of this community is due to the lack of livelihood opportunities as compared with the other social groups in the society.. This problem

is made worse by the large extent of displacements encountered by tribes due to several industrial projects. All such activities cause the loss of livelihood for the tribal groups.

Efforts have been taken for the empowerment of tribal people from the very beginning of independence in India.Govt of India has come up with various schemes to enhance the socio economic status of the tribal community through skill development. The main aim of these programs were the financial and social inclusion of the tribal community and bring these marginalized sections to the main strata of the society. Ministry of Tribal Affairs has taken steps for facilitating sustainable livelihood for tribal populations in different sectors. Ministry of Tribal Affairs has taken steps for accomplishing sustainable livelihood for tribal people in different sectors

Tribal also should be empowered in Information Technology based education, in using better skills to become efficient entrepreneurs for the enhancement of their MSMEs. Tribes should be empowered in all fields in their life not only economically but socially and politically too. Though the inclusive economic growth is the agenda of government, it is to be identified how far this goal become materialized in the case of tribal folk. Different studies have tried to analyse the effectiveness of skills acquired by tribes for a sustainable livelihood.

Idukki district, the study area, is one of the economically most backward districts in Kerala. Majority of the population is depending on agriculture and daily wage earners for their livelihood. Severe attack of pests, constant price fluctuations for agricultural produce, increasing cost of cultivation and diseases, etc. are making agriculture not promising for the future of marginal farmers. The recent crisis in tea estates where most of the population depending for their livelihood, have resulted thousands to lose their only source of income. All these factors forced the rural poor to opt for better alternative means of livelihood. Poor infrastructure facilities, concentrations on plantations, poor skill tool kit, lowest density of population etc. are contributed towards less number of activities in nonfarm sector in the district. Although Idukki district holds the major share in producing quality spices, coffee, vegetables, tea etc. these factors have restricted less number of agro based and other industries in the district. A positive outlook, adequate knowledge and skills are considered as the basic qualities for an entrepreneur. Central/state governments government of India have launched various skill development programme through the ‘skill India; and; Make India’ for the benefit of the rural development.India targeted to skill the youth by 2022. When we focus on inclusive growth, it is very important to concentrate upon the upliftment of tribal population. There are several skill development programme assigned for the tribal population and there is reservation

for the tribal communities in most of the general skill development schemes. Various state governments have paid special attention on the implementation skill development schemes for the tribal population. It is significant to examine that the reach out of skill development schemes among tribal communities. This study tries to understand the effect of various skill development programme on the tribal community development in the chosen study area.

2.8 Research Questions

1. Are the skills learned through skill training is capable enough to get employment outside rural economy?
2. Does the skill development programs were effective in terms of improving the living standards of the tribal people?
3. Whether skill development training is helpful to increase income for the tribal population?
4. Whether the skill development programs are helpful in terms of improving the social status of the tribal population?
5. What is the role played by different institutional agencies in the provision of skill development training in tribal areas?

3. Methodology

3.1. Research Objectives

3.1.1General Objective

- To analyze the impact of various skill development programmes on the tribal community

3.1.2 Specific Objectives

- To understand the nature of skill development program offered to tribal population in the study area.
- To analyse the effect of skill development program on the socio economic status of the tribal community in the selected area.
- To understand whether the economic status of the tribals with skill development is different from those without skill development.

3.2 Hypotheses

3.2.1 Effect of Skill Development program on the economic Status of the tribal population

$H_{01:}$ There is no significant difference in the monthly income of the tribal community before and after the skill development.

H_{02}:There is no significant difference in the working hoursof the tribal community before and after the skill development.

$H_{03:}$ There is no significant difference in the number of months worked by the tribal community in an year before and after the skill development.

$H_{04:}$ There is no significant difference in the monthly income after skill development with respect to the sector of occupation.

H_{05}: There is no significant difference in Monthly Income after skill development with respect to the employment status

H_{06}: There is no significant difference in savings after skill development training with tespect to the sector of occupation.

H_{07}: There is no significant difference in the savings after skill development training with regard to various skill development schemes.

3.2.2 Effect of Skill Development program on the social status of the tribal population

$H_{08:}$There is no significant difference in the nature of interaction with the society among different ST Communities after the skill development training.

$H_{09:}$ There is no significant difference in the leadership skills among different ST communities after skill development.

H_{010}: There is no significant difference in the decision making power among differentST communities after skill development.

H_{011}:There is no significant difference in personality among different ST after skill development.

H_{012}:There is no significant difference in involvement in the social activities among different ST Communities after skill development

3.2.4 Economic status of the Tribals with training and without training

H_{013}: There is no significant difference in land area among those who received skill development training and not received training

H_{014}:There is no significant difference in the employment status between those who received skill development training and not received training.

H_{015}: There is no significant difference in the sector of employment among those who

received skill development training and not received training

H_{016}: There is no significant difference in organizational form of employment sector among those who received skill development training and not received training

H_{017}: There is no significant difference in Savings habit among those who received skill development training and not received training

H_{018}: There is no significant difference in savings among those who received skill development training and not received training.

H_{019}: There is no significant difference in the monthly income between those who received skill development training and not received training.

H_{020}: There is no significant difference in the number of working hours between those who received skill development training and not received training.

H_{021}: There is no significant difference in the number of months worked in a year between those who received skill development training and not received training.

3.3. Operationalisation of Key Constructs

Skill Development

Skill Development means developing the skill sets to add value for the organization and for our own career development. It helps to enhance productivity in workplace, improve competitiveness of self employment and to improve the quality of life of workers.

Skilled worker

A skilled worker is one who which has special skill, knowledge, training, capacity to do a particular work.(eg. managers, associate professionals etc.)

Unskilled worker

Unskilled labour refers to workers who possesses no particular skills and likely have no formal education. The person who does any casual job and does not need any kind of skill for the job. (eg. helper, peon, grocery clerks, maids, janitors etc)

Semi skilled labour

A semi skilled employee is one who does not do a defined routine work wherein the major requirement is proper discharge of duties assigned. It does not require advanced training or specialized skills, but it does require more skills than an unskilled labour job.

Highly skilled labour

A high skilled worker is one who has more expertise, capable in particular skill, specialization in any fields. They sell their service to the world. eg. Scientists, health professionals, teaching professionals, legal professionals etc.

Operationalisation of Constructs in Objective 2

- ✓ **Economic Status**

Economic status has been measured in terms of the nature of employment, sector of employment, monthly income, saving habits, no. of working hours and number of months worked.

- ✓ **Nature of employment:** Categorisation of employment in terms of regular salaried, self employed and casually employed.
- ✓ **Regular salaried:** Those employees who have job on all months without fail. They get salary every month.
- ✓ **Self employed:** The one who own and run his/her business. employment as small petty shops, auto rickshaw, driver etc.
- ✓ **Casually employed:** It is a situation in which the employment is not on a on all week days regularly. Whenever the employment is available they will get the job on a contract basis.
- ✓ **Sector of employment:** Employment with respect to agricultural sector, industrial sector and service sector.
- ✓ **Industrial sector:** The labours engaged in plumbing, electrical, tailoring etc.
- ✓ **Service sector:**Labourers working in BPOs, sales girls, sales representatives, customer care service etc.
- ✓ **Social Status**

It is a social measure of an individual's job experience and his/her family's social position in relation to others. It has been analysed in terms of the change in the nature of interaction, self confidence and social relationships, leadership skills, individual decision making power and improved personality.

3.4 Design of the study

3.4.1 Data Source

Primary Source

To gather the information regarding skill development programme, data was collected from the tribal individuals who have undergone skill development training. For the control group, the information were collected from the tribal people who were not a part of the skill development training but have jobs. The primary data was collected with the help of a semi structured

questionnaire. The questionnaire included details regarding the personal details, housing characteristics, present employment characteristics before and after skill training, Impact of skill development programme of tribal population, economic and social condition after skill development training programme. The questionnaire was considered as the appropriate tool for fetching the data of the study. After the pilot study, the respondent's views also incorporated for the final preparation of the questionnaire.

Secondary Source

The study has also used secondary data source which has been collected from the annual reports of tribal development published by state and central government, reports on skill development schemes implemented by State and Central government, Annual Reports published by Ministry of tribal affairs in India, Tribal census report of state/central government departments, Statistical outline of Idukki district, Kerala and Sites on Tribal Development Departments , ITDP office, News Paper etc.

3.5. Sampling Design

The sampling frame consists of tribal people in the Idukki district of Kerala, while the sample unit includes tribal people who have undergone skill development training and also those tribal people without skill development training. The study has used the non-probability snow ball sampling technique for the sample selection. Since the sampling frame was not available, the researcher has used the partial documents given by the tribal departments of Thodupuzha and Adimali. Out of the 52 panchayats, 32 panchayats were selected for the sample, from the district. Those panchayats which have implemented skill development training have be chosen for the sample selection. Integrated Tribal Development Project (ITDP) offices were the nodal agency for collecting the records related to the implementation of skill development training in the respective areas. But in the study area, ITDP office has not maintained a full-fledged record of skill development training details. As per the details provided from the ITDP offices and the Tribal promoters, the researcher has approached the respondents. Then the researcher collected the address from respondents with their acquaintance and they gave the addresses whom they known and accordingly the samples were collected.

The total sample size consists of 451 tribal people out of which 354 tribal respondents have undergone skill development training and 32 respondents are without skill development training.

3.6. Tools for Data Analysis

The study has used descriptive statistics for the representation of the demographic profile of the respondents. Apart from this, the researcher has also used Paired Sample t test, Independent Sample Test, One way ANOVA as well as Mann Whitney U Test.

One Way ANOVA compare the means of two or more independent groups in order to determine whether there is a statistical evidence that the associated population means are significantly different. ANOVA test has been used for analyzing the economic and social status of the tribal respondents. The dependent variables are ordinal variables and the independent variables include savings, no. of hours worked, number of months worked as well as monthly income. Similarly, change in social status also anlaysed with one way ANOVA. Here, the independent variable is the cateogory of ST community and the dependent variables are leadeship skills, decision making power, personality, involvement in the social activities

Mann Whitney U test which is a non parametric test has been used to understand whether there is a difference in the economic status of the tribal people with skill development training and without skill development training. Here, the independent variable is skill development training received and skill development training not received. The dependent variables are the sector of employment, organizational form of employment and savings.

Independent sample t test has been used to find the difference in monthly income between two independent categorical groups(those who received training and not received training). The dependent variables are monthly income, number of working hours, number of months worked and independent variable is the two categories who received training and not received training.

3.7. Field work details

Before the actual survey, a pilot study has been conducted to understand the feasibility of the research study. There were fifty respondents interviewed during the pilot study. The period of survey was from April 2019 to October 2019. The main categories of tribes included in the survey werevMalayarayan, Urali, Mannan and Hilpulaya. The researcher visited Poomala, Vannappuram,ArakkulamKudayathur, Nadukani, Aruvilayanchal, Kannapally,Kanthalloor, Marayoor, Adimalietc tribal colonies and settlements. Some of the respondents are settled in constructed houses in urban areas.The researcher experienced the genuine conditions of the respondents as well as the developments of their area. Interviewed the respondents personally.

3.8 Scaling Techniques

Likert Scale

Likert scale has been used for capturing the responses related to the changes in the economic and social status. In order to analyze the economics status, 3 point Likert scale has been used with the values as agree, disagree and no opinion. Social status change has been captured through 5 point likert scale ranging from strongly agree to strongly disagree. The values are given as Strongly agree-5, Agree-4, No opinion-3, Disagree-2, Strongly Disagree-1

3.9. Validation procedures

Reliability Test

Cronbach's alpha is the most common measure of internal consistency ("reliability"). It is most commonly used when there is multiple questions in a survey/questionnaire that form a scale and you wish to determine if the scale is reliable. Cronbach's alpha reliability coefficient normally ranges between 0 and 1.The closer the coefficient is to 1.0, the greater is the internal consistency of the items (variables) in the scale. Cronbach's alpha coefficient increases either as the number of items (variables) increases. According to the reliability test the questionnaire was found to significant.

Table: 2 Economic Status

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.960	0.960	6

From table 2, we can see that Cronbach's Alpha is 0.96, which indicates a high level of internal consistency or reliability in measuring the various items in the index related to economics status.

Table 3: Skill Development Training

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.912	0.917	7

From Table 3, we can see that Cronbach's Alpha is 0.917, which indicates a high level of internal consistency for the items considered in the skill development training.

Table 4: Social Status

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.893	0.894	11

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From table 4, we can see that Cronbach's Alpha is 0.894, which indicates a high level of internal consistency in measuring the various items in the index related to economics status.

4.Analysis and Interpretations

This section deals with the analysis and interpretation related to the primary data collected from the study area. The organization of this section is as follows;

I section deals with the nature of the skill development programs. It will also include the demographic profile of the respondents. Section II throws light upon the effect of skill development programs on the socio economic conditions of tribal respondents. Section III discusses the difference in the socio economic conditions of those who have undergone skill development training and those who have not undergone skill development training.

4.1 Section I

Objective 1: To understand the nature of skill development provided to the tribal community

Before proceeding with the nature of skill development programme, it is important to understand the demographic profile of the respondents in the study area. The demographic profile of the respondents have been explained in terms of age, gender, education, housing pattern and land ownership of the respondents.

Demographic Profile

Table 5: Categorization of Tribal Respondents

ST Community		
	Frequency	Percent
Malayarayan	170	48
Urali	82	23.2
Paniyan	1	0.3
Muthuvan	29	8.2
Mannan	36	10.2
Ulladan	15	4.2
Hillpulaya	17	4.8
Other	4	1.1
Total	354	100

Source: Field Survey, 2019

Table 5 shows the distribution of sample respondents of Scheduled Tribe population as per the caste. It is clear from the table that 48 percent of the respondents belongs to Malayarya community followed by Urali tribes (23 percent) and Manna tribes (8.2 percent). Ulladan community consists of only 4.8 percent.

Table 6: Age of the Respondents

Age		
	Frequency	**Percent**
0-20	47	13.3

21-40	249	70.3
41-60	54	15.3
61-80	4	1.1
Total	**354**	**100.0**

Source: Field Survey, 2019

Table 6 shows the distribution of respondents in terms of their age group. It is evident from the table that majority of the respondents (70.3 percent) belongs to the age group of 21-40. This is a clear indication that a major portion of the tribal youth has been a part of the skill development program. This finding is in contradiction to the argument given by (Okada, 2012) where the study argued that a major portion of youth in India are engaged in the labour market without proper vocational training. It is also interesting to note that 15.3 percent of the respondents were in the age group of 41-60.

Table 7: Gender of the Respondents

Gender		
	Frequency	Percent
Male	199	56.2
Female	155	43.8
Total	**354**	**100.0**

Source: Field Survey, 2019

Table 7 depicts the total number of respondents with respect to their gender. Out of the total respondents, 56.2 percentage were males and 43.8 percent were females. This points to the fact that compared to females, majority of males were the part of skill development programme.

Table 8: Marital Status

Marital Status		
	Frequency	**Percent**
Single	212	59.9
Married	141	39.8
Separated	1	0.3
Total	**354**	**100.0**

Source: Field Survey, 2019

Table 8 depicts the marital status of the respondents. 59.9% of the respondents are single and 39.8% of the respondents are married. It is interesting to note that the majority of the respondents are youth who are not yet married. It is an indication that the youth are beneficiaries of skill development in the most powerful period of their life cycle.

Table 9: Educational Status

Educational Status		
	Frequency	**Percent**
Illiterate	5	1.4
Primary	32	9.1
High School	108	30.5
Higher Secondary or equivalent	82	23.2
Degree/Diploma	101	28.5
Post-Graduation	26	7.3
Total	**354**	**100**

Source: Field Survey, 2019

Table 9 shows that major proportion of the respondents (30.5%) has completed high school followed by bachelor degree/ diploma (28.5 percent) and higher secondary (23.2 percent). The percentage of illiterates in the sample is only less in number to the extent of 1.4 percentage. Likewise, there is a minor proportion of the respondents (7.3 percent) who have completed the post-graduation/degree. It is clear from the table majority of the respondents have completed high school level and there are very few respondents who have pursued higher studies.

Table 10: H**ouse Pattern**

House		
	Frequency	Percent
Own	344	97.2
Rented	120	2.8
Total	**354**	**100**

Source: Field Survey, 2019

Table10 depicts the house structure of the tribal respondents in the study area. As per the analysis, 97.2 percentage of the respondents have their own houses and 2.8percentage of the respondents do not have own houses. They depend on rented houses. It is clear that almost all respondents have their own house. During the field survey, the researcher identified that most of the respondents are the beneficiaries of housing project schemes. The government has given assistance for the construction of houses for the tribal people. This could have been one of the reasons for most of them having their own houses.

Table 11: Source of water

Source of Water		
	Frequency	Percent
Pond	143	40.4
River	5	1.4
Pipe Water	119	33.6
Tube Well	5	1.4
Well	81	22.9
Other	1	0.3

Source: Field Survey, 2019

Total	**354**	**100**

Table 11 shows the source of water of the tribal population. Here, we can see that 40.4 percent of the respondents depend on pond for source of water. 33.6 percent of the respondents depends on pipe water, 22.9 percent on well.

The representation gives the information that most of the respondents have pond and pipe water for source of water but still some of them are not even having water facilities they depend on rivers for water. During the field work the respondents raised the issue of water problem which are they are facing as a very serious issue.

Table 12: Sanitation Facilities

Sanitation		
	Frequency	Percent
No	10	2.8
Yes	344	97.2
Total	**400**	**100**

Source: Field Survey, 2019

Table12 represents the sanitation facilities of the tribal communities. 97.2percentage of respondents have sanitation facilities where as only 2.8 percentage does not have proper sanitation facilities.

Table13: Land Ownership

Land Area		
	Frequency	Percent
No Land	2	0.6
1 to 50 cents	117	33.1
51 to 100 cents	103	29.1

100 to 200 cents	90	25.4
above 200 cents	42	11.9
Total	**354**	**100**

Source: Field Survey, 2019

Table 13 shows the pattern of land ownership by the respondents. 33.1 percent of the respondents have land in between 1 to 50 cents of land, 29.1 percent of respondents have 51 to 100 cents of land, 25.4 percent of respondents have 100 cents to 200 cents of land, 11.9 percent of respondents have above 200 cents of land where as 0.6 percent of respondents do not have land. It reveals that majority of the respondents have land within 1 to 50 cent followed by 50 cents to one acre.

Table 14: Scheme of Skill Development training

Skill development training Schemes		
Schemes	**Frequency**	**Percent**
GothraJeevika	112	31.6
DDUGKY	61	17.2
SCVT	42	11.9
Assistance for self-employment and skill development training to ST youths	37	10.5
NABARD	52	14.7
ASAP	3	0.8
Other Scheme	47	13.3

Source:Field Survey, 2019

The nature of skill development training received by the respondents is depicted in Table 14. It is clear that31.6 percent of the respondents have received the training for Gothrajeevika

Which was meant for motivating training for self employment through tha formation of societies or ventures. 17.2 percentage of the respondents have received training for Deen Dayal Upadhyaya Grammeen Kalyan Yojana(DDUGKY) which was meant for providing soft skills and computer skills and English proficiency. It is also to be noted that 14.4 percent have received training under the Tribal Development Fund (TDF) of NABARD which provided training for sustainable livelihood for the tribals through orchard faming. 11.9 percentage of the respondents have received the training for SCVT, 10.5 percent of the respondents have received the skill training for Assistance for self-employment and skill development training to ST youths, 0.8 percent f the respondents have received training for Additional Skill Acquisition Programme(ASAP), other schemes like traditional training practices without received training under any particular scheme. The schemes of skill development which has been implemented by the central/state governments with the support of ITDP offices, Kudumbasree and NGOs etc in Idukki district are well functioning even though there are few backdrops. It is clear that most of the respondents are the beneficiaries of Gothrajeevika and DDUGKY. This finding supports the observation of (Chakravorty and Bedi, 2019) where they found that the DDUGKY has solidly reached the targeted group.

Table 15: Field of Training under different Schemes

Field of Training	**Gotrajeevika**	**DDUGKY**	**SCVT**	**Asst.for self-Employments**	**ASAP**	**NABARD**	**Others**	**Total**
PSC, Bank coaching	47		1	6				54
Dress making	25	6	4	1		5		41
Fashion designing			1	7				8
Electrical			17	5				22
Electronics		1	2					3
Driving	5		2	2				9
PGDCA, DCA, MS office, DTP, Animation, Talley	10	2		5	1		2	20

Plumbing	27		11					38
Wiring			1					1
Teacher(TTC, B.Ed)		1					1	2
Other	5	8	5	3	2			23
Bamboo making						20		20
CRS(Customer retail Service)		43		1				45
Bag Production		4		4				8
Coconut Climbing	1					17		18
Apiculture						37		37
Beautician							6	6
Agriculture		2				11		13
Total	**120**	**67**	**44**	**37**	**3**	**90**	**9**	**368**

Source:Field Survey, 2019

Table 15 shows the field of training of the tribal respondents. The major schemes in Idukki district are Gothrajeevika, DDUGKY,SCVT, Assistance for self employment, ASAP etc. It can be seen that under the GothraJeevika Program majority of the respondents have undergone PSC training followed by plumbing and dress making. Under DDUKGY, majority of the respondents have received training in Customer Retail Service. Under, SCVT, majority of the respondents have received training in electrical and plumbing. Under Assistance for self-Employments category most of the respondents have received training in PSC coaching, Computer coaching and fashion designing and electrical. Under ASAP, very less number of respondents received training. Under the aid of NABARD, majority of the respondents have undergone Bamboo Making, Apiculture training followed by agriculture and dress making. Few respondents have engaged in Arrow root cultivation and its processing acquired by traditionally. During the field study, the arrow root cultivation respondents suggested that they want to get marketing facilities for the widespread availability of arrow root products. It is clear that most of the respondents have trained under industry and service sectors.

Table 16:Category of Skill Development Training

Training Category		
	Frequency	Percent
High Skilled	2	0.6
Skilled	166	47.0
Semi-Skilled	117	33.1
Unskilled	68	19.3

Source: Field Survey, 2019

Table 16 shows the category of training received under different schemes. It can be seen that 47 percent of the respondents received training in the skilled category where as 33.1 percent received training under semi skilled category. An interesting observation in this context is that there is only 0.6 percent of the respondents who have received training under the high skilled category The category of high skilled include Bankers, Engineers ,teacher etc. Under the skilled category, the nature of jobs include law enforcement officers, nurses, travel agent, tailor, financial technicians, sales representatives, electricians etc. Semi skilled category jobs include truck drivers, retail sales person, taxi drivers, asst. electrician, book binder, waiters, security guards etc. And unskilled category includes the employment such as Grocery salesman, Maids, Fast food workers, parking lot attendants, sweepers, janitor, construction labourer, vegetable harvester, loader etc. From this table it is clear that most of the respondents are engaged in skilled employment category followed by semiskilled category

Table 17: Implementing Agency of the Skill Development Schemes

Implementing Agency		
	Frequency	**Percent**
Government	268	75.7
NABARD through NGO	79	22.3
Others	7	2.0
Total	**354**	**100.0**

Source: Field Survey, 2019

It can be seen from table 17 that 75 percentage of the skill development training is implemented by Government and 22percent by NABARD with the help of NGO. This indicates that NGOs also have taken the effort to promote the tribal upliftment.

4.2 Section II

Effect of Skill Development programme among the tribal population

This section deals with the analysis of the second objective: Analysis of the effect of the skill development training. The effect has been explained in terms of the change in the socio economic status of the respondents.

Objective 2:

Economic status of the Tribals after the skill development

The economic status of the tribal population is assessed on the basis of employment status, sector of occupation, working hours, number of months worked and the saving habits before and after skill development training.

Table 18: Employment Status after Skill Development Training

Employment Status	**Before Skill development**		**After Skill development**	
	Frequency	Percent	Frequency	Percent
Unemployed	172	48.6	90	25.4
Casually employed	64	18.1	43	12.1
Self employed	67	18.9	122	34.5
Regular salaried	51	14.4	99	28.0
Total	**354**	**100**	**354**	**100**

Source: Field Survey, 2019

Table 18 shows the employment status of the respondents after the skill development training. It is clear from the table that 48.6 percent of the respondents were in the unemployed category, 18.9 percent were self employed and 14.4 percent of the respondents were in regular salaried job before the skill training program. The most notable finding in this context is that the

unemployment percentage has come down to 25.4 percent after the skill development. At the same time, the percentage of respondents who are self employed has been increased to 34.5 percentage and the regular salaried category also increased to 28 percentage. These findings are in consistent with the findings of {(Shrivastava and Shrivastava, 2013); (SanghiandSrija ,2015) who supported the argument that skill development helps to reduce the level of unemployment and shifts theme from causally employed to self employed and regular salaried.

Table 19: S**ector of Occupation after Skill Development**

Sector of Occupation	**Before Skill Development**		**After Skill Development**	
	Frequency	Percent	Frequency	Percent
Agriculture Related	96	52.7	84	31.8
Industry Related	42	23.1	91	34.5
Service Related	44	24.2	89	33.7
Total	**182**	**100**	**271**	**100**

Source: Field Survey, 2019

Table 19 depicts the sector of occupation before and after skill development. It can be seen that 52.7 percentage of respondents are engaged in agriculture related employment before skill development training. After the skill development training , this percentage has come down to 31.8 percent. At the same time, it is to be noted the percentage of respondents employed in the industrial and service sector has increased to 34.5 percent and 33.7 percent respectively. This is a clear indication that the skill development training has provided them with the necessary skills to enable to get employment in the industry and service related jobs. This is in conformity with the findings of (Iffat et. al, 2016) where the authors pointed out the 'one window solution' for the system of high quality skill development is to be acquired by concentrating on appropriate coursework development, generation of self employment and job placement in industrial sector. Another finding of (Singh et al. 2013) along the same lines suggested that if

the acquired skills are appropriate to trade, industry and service sectors, the standard of occupation improves, the income level will also be improved.

Table 20:Average Monthly Income after Skill Development (in Rs.)

Paired Samples Statistics			
	Mean	N	Std. Deviation
Monthly income before skill development	3476.41	354	5554.339
Monthly income after skill development	8125.678	354	9916.3152

Source: Field Survey, 2019

Table 20 represents the difference in the average monthly income after the training program. Before skill development training, the average monthly income was Rs. 3476.41 and after skill development the monthly income has increased to Rs.8125.678 It is interesting to note there is 2.5 times increase in the monthly income due to the skill development training.

Table 21: Paired Samples Test of Average Monthly Income after Skill Development

Paired Samples Test					
	Mean Difference	Std.Deviation	T	Df	Sig.(p value)
Monthly income before skill development - Monthly income after skill development	-4649.2655	9698.2453	-9.020	353	0.001

Source:Field Survey, 2019 *significance at 5%

Table 21 shows that the P value is less than the significance level. Hence we reject the null hypothesis (H_{01}). This indicates that the skill development training has helped the respondents to increase their monthly income level. This result conforms the findings given by {(Desrardins (2013) and Hazarika (2016)}where they claimed that almost all participants of State Institute of Rural Development for rural entrepreneurship (SIRD programme were able to increase their

income and increased the standard of living through small entrepreneurship pig breeding, mushroom labs, poultry etc. Similarly, (Hegde & Suryawanshi, 2011) also found that majority of the respondents have increased their earnings which had strong impact on the usage of food items like meat, fruits etc. after joining in Agri-horti-forestry programme known as 'Wadi' scheme.

Table 22: Number of Working Hours after Skill Development

Paired Samples Statistics			
	Mean	N	Std. Deviation
Hours worked before training	3.34	354	3.677
Hours worked after training	5.09	354	3.589

Source: Field Survey, 2019

Table 22 depicts the difference in the number of working hours after the skill development. The average working hours before the training was 3.34 hours which has increased to 5.09 in the post training period

Table 23: Paired Sample Test of the Number of Working Hours after Skill Development

Paired Samples Test				
	Mean Differences	T	Df	Sig.
Hours worked before training - Hours worked after training	-1.754	-7.449	353	0.001

Source: Field Survey, 2019

Table 23 shows the hypothesis testing results for the number of hours worked before and after skill development training. Here, the p value = 0.001<0.05. Hence we reject the null hypothesis (H_{02}). This indicates that there is a positive difference in the number of hours worked before

and after skill development and the number of working hours have increased after the skill development. This result confirms the findings of (Kumar, 2017) where he found that skill development helps the workforce to enhance their capacity.

Table 24: Number of Months Worked in a Year after Skill Development

Paired Samples Statistics			
	Mean	N	Std. Deviation
Number of Months worked in an year before training	4.00	354	4.852
Number of Months worked in an year after training	6.78	354	5.063

Source: Field Survey, 2019

Table 24 represents the difference in the number of months worked after the skill development. It can be seen from the table that the average months worked before the training was 4 months which has increased to 6.78 months in the post training period.

Table 25: Paired Sample Test of the Number of Months after Skill Development

Paired Samples Test				
	Mean Differences	T	Df	Sig.
Number of months worked in an year before training - months worked in an year after training	-2.784	-8.789	353	0.001

Source: Field Survey, 2019

Table 25 represents the result of the paired T test with respect to the difference in the number of months worked in a year after the skill development. It can be see that the result is statistically significant at 5 percent level. Hence, we reject H_{03}which means that the average

number of months worked has increased in the post skill development training period. This result confirms the findings of (Kumar, 2017) which emphasized that skill training has led the workforce to work more and earn more through the enhancement of capability. A similar findings by (Kapur, 2014) states that the landscape of employment and the style of employment are changing with new job opportunities. The skilling system would lead the workforce to match and adapt the requirements needed.

Table 26: Monthly Income and the Sector of Occupation (in Rs)

Descriptive Statistics					
Monthly income after skill development					
	N	Mean	Std. Deviation	Minimum	Maximum
Agriculture related	71	8547.89	8960.526	0	44000
Industry related	139	6552.81	6302.325	0	25000
Service related	144	9435.76	12683.985	0	96000

Source: Field Survey, 2019

Table 26 represents the difference in the monthly income after skill development in the different sectors of occupation, viz, agriculture, Industry and service sectors after the skill development. A probe into the monthly income of the respondents after skill development with respect to the nature of employment sector shows that the average monthly income after the training in agriculture related employment is Rs.8547.89, industry related jobs are 6552.81 and service related job 9435.76. It is clear that the respondents shifted from agriculture to industrial sector and service sector

Table 27:ANOVA Result of Monthly Income and Sector of Occupation

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	603683182.462	2	301841591.231	3.106	0.046
Within Groups	34107974504.826	351	97173716.538		
Total	34711657687.288	353			

Source:Field Survey, 2019

Table 27shows the hypothesis testing related to the difference in the monthly income with respect to the sector of occupation. It can be seen that the hypothesis testing result is significant at 5 percent level. Hence the hypothesis H_{04} is rejected. This means that there is a difference in the income level of the respondents with respect to the sector of employment. This findings can be related to the existing literature where the study found that various progrmmes and schemes for tribal population would increase the living standard {(Takur and Sharma,2012); (Hazrika, 2016)}.

Table 28: Monthly Income and Employment Status

Descriptive Statistics					
Monthly income after skill development					
	N	Mean	Std. Deviation	Minimum	Maximum
Self employed	122	8815.98	6230.040	1000	36000
Casually employed	43	9090.70	15288.076	250	96000
Regular salaried	99	14242.83	10328.119	4500	90000

Source: Field Survey, 2019

Table 28 shows that the monthly income and the employment status after skill development. The mean value of self employed is Rs.8815.98, mean value of casually employed is Rs. 9090.70 whereas for the regular salaried respondents mean income is Rs.14232.83 is higher than that of self-employed and casually employed. It is clear indication that monthly income of the regular salaried respondents are better compared to self-employed and casually

employed respondents. Many respondents have shifted to into self employment after the skill development training. This finding has a conformity with the finding of (Kumar and Ramya,2017) where the authors found that majority of respondents have inspired for self-employment as well as influenced their total development through skill India campaign programme.

Table 29: ANOVA Result of Monthly Income and Employment Status

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9745111068.170	3	3248370356.057	45.538	0.000
Within Groups	24966546619.118	350	71332990.340		
Total	34711657687.288	353			

Source: Field Survey, 2019

Table 29 shows the hypothesis testing result with respect to the monthly income and the employment status of the respondents. The result is statistically significant at 5 percent level. Hence, we reject H_{05}which means that after the skill development there is a difference in the monthly income of the respondents with respect to the employment status.

Table 30: Savings HabitAfter Skill Development

Savings habit	**Before Training**		**After Training**	
	Frequency	Percent	Frequency	Percent
No	20	5.6	8	2.3
Yes	334	94.4	346	97.7

Source: Field Survey, 2019

Table 30shows the saving habits of the respondents after the training. It can be seen from the table there is only a marginal difference in the saving habits of the people after the skill development. Even before the training, majority of the respondents had savings.

Table 31: Savings and the Sector of Employment

Descriptive Statistics				
		N	Mean	Std. Deviation
Savings increased	Agriculture Related	84	1.23	0.750
	Industry Related	91	1.31	0.678
	Service Related	89	1.57	0.655

Source: Field Survey, 2019

Table 31 shows the mean value of savings with respect to the employment sector of the respondents. It can be seen that the average savings of the service sector employment is higher compared to the industry and agricultural related employment. The average savings in agriculture related group is 1.23, industry related category is 1.31 and in service sector category it is 1.57 in the post training period. This observation is similar to the findings of (Ramanujam and Dhanyamol, 2019) in which they found that the impact of skill development would be positive on self employment, households consumption, poverty and the general welfare of the rural people through the accessibility of financial services.

Table 32: ANOVA Result of Savings and the Sector of Employment

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Savings increased	Between Groups	5.759	2	2.879	5.971	0.003
	Within Groups	125.862	261	0.482		
	Total	131.621	263			

Source: Field Survey, 2019

Table 32 shows the hypothesis testing results with respect to the relationship between savings and the employment sector. The result is significant at 5 percent level. Hence we reject H_{06}which indicates that after the skill development training there is a difference in the savings of the respondents with respect to the sector in which they are employed. A similar observation can be found in the study of (Naik and Reddy, 2014) where they found marginal increase in

savings, livelihood opportunities, betterment of housing status, and marginal increase in employment opportunities with development schemes.

Table 33:Savings and the Nature of Skill Development Schemes

Descriptive Statistics						
		N	Mean	Std. Deviation	Minimum	Maximum
Savings increased	GothraJeevika	112	0.71	0.821	0	2
	DDUGKY	60	1.23	0.831	0	2
	SCVT	42	1.12	0.861	0	2
	Assistance for self-employment and skill development training to ST youths	37	1.14	0.822	0	2
	NABARD	52	1.35	0.711	0	2
	ASAP	3	0.00	0.000	0	0
	Other Scheme	47	1.28	0.800	0	2

Source:Field Survey, 2019

Table 33shows the average savings with reference to various skill development schemes. It can be seen that the average savings are higher for the schemes given by NABARD (1.35) followed by other schemes (1.28) savings and the Skill development schemes and DDUGKY (1.23). It is interesting to note that even though the higher number of beneficiaries are registered for Gothrajeevika, average savings of the respondents of Gothrajeevika is much lower compared to other schemes.

Table 34:ANOVA Result of Savings and Skill Development Schemes

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.

Savings	Between Groups	25.374	6	4.229	6.489	0.000
	Within Groups	225.493	346	0.652		
	Total	250.867	352			

Source: Field Survey, 2019

Table 34 shows the result of the ANOVA test with respect to the difference in the savings after skill development training with regard to various skill development schemes. It can be seen that the result is statistically significant at 1 percent level. Hence we reject H_{07}which means that the average savings of the people are different with respect to the different schemes. This finding is in agreement with the finding of (Hartl, 2009) who highlighted that skill development improves output, quality, diversity and occupational safety and improves health, thereby increasing incomes and livelihoods of the poor.

Table 35:Type of Savings

Savings		**Before Training**		**After Training**	
		Frequency	Percent	Frequency	Percent
Bank savings	No	38	10.7	9	2.5
	Yes	316	89.3	345	97.5
Post office savings	No	349	98.6	354	100
	Yes	5	1.4		
Chit funds	No	354	100	353	99.7
	Yes	0	0	1	0.3
Other savings	No	343	96.9	346	97.7
	Yes	11	3.1	8	2.3

Source: Field Survey, 2019

Table 35shows the nature of savings with respect to the respondents after the skill development training. It can be noted that there is a marginal increase in the number of bank savings after the skill development. It has increased to 97.5 in the post training period. It is also to be noted that the other savings components also showed a slight improvement in the post training period.

Objective 2

Social Status of the respondents after skill development

The effect of skill development on the social status has been analyzed in terms of the change in the nature of interaction with the society, self-confidence and social relationships, leadership skills, individual decision making power and improved personality.

Table 36:Nature of Interaction with the Society after Skill Development

Descriptive Statistics						
		N	Mean	Std. Deviation	Minimum	Maximum
Able to interact with others without hesitation	Malayarayan	170	4.39	0.763	1	5
	Urali	81	4.37	0.732	2	5
	Paniyan	1	4.00		4	4
	Muthuvan	29	4.34	0.553	3	5
	Mannan	36	4.42	0.554	3	5
	Ulladan	15	4.13	1.125	1	5
	Hillpulaya	17	3.94	0.429	3	5
	Other	4	4.50	0.577	4	5

Source: Field Survey, 2019

Table 36 depicts the descriptive statistics related to the nature of interaction with the other members of the society after skill development. Most of the tribal people have shyness and poor social interaction due to which they are not able to be a part of the main stream. During the field survey respondents were asked to give their rating with respect to the nature of interaction. They have been asked whether they were able to interact with other members of the society without hesitation after the skill development training. Among the different

categories, Mannan tribe has the highest mean value to the extent of 4.42 followed by Malayaryan community (4.39). Hillpulaya community recorded the lowest mean (3.94) among the different communities.

Table 37:ANOVA Result of the Nature of Interaction and Skill Development

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Able to interact with others without hesitation	Between Groups	4.200	7	0.600	1.136	0.340
	Within Groups	182.242	345	0.528		
	Total	186.442	352			

Source: Field Survey, 2019

Table 37 shows the hypothesis testing result with respect to the nature of interaction after the skill development. It can be seen from the table that the P value (0.34) is greater than the significance level. Hence we fail to reject the null hypothesisH_{08}. This points to the fact that skill development programs were not effective in terms of improving the nature of interaction with other people.

Table 38: Leadership Skills and Skill Development

Descriptive statistics						
		N	Mean	Std. Deviation	Minimum	Maximum
Increased leadership skill	Malayarayan	170	4.32	0.766	1	5
	Urali	81	4.30	0.828	1	5
	Paniyan	1	5.00		5	5
	Muthuvan	29	4.31	0.660	3	5
	Mannan	36	4.61	0.549	3	5
	Ulladan	15	4.27	0.704	3	5

	Hillpulaya	17	3.94	0.556	3	5
	Other	4	4.25	0.957	3	5

Source: Field Survey, 2019

Table38 shows the difference in leadership skill among different ST Communities after the skill development. The mean value of leadership skill is highest for Paniyan community (5.00) followed by Malyarayan (4.32) and Muthuvan (4.31). Hillpulaya community recorded the lowest mean value of 3.94.

Table 39: ANOVA Result of Leadership Skill and Skill Development among Different ST Communities

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Increased leadership skill	Between Groups	6.054	7	0.865	1.558	0.147
	Within Groups	191.482	345	0.555		
	Total	197.535	352			

Source: Field Survey, 2019

Table 39 shows the hypothesis testing result related to the change in leadership skills after the skill training for different ST communities. It can be seen from the table that the P value (0.147) is greater than the significance value and hence we fail to reject the null hypothesisH_{09}. This finding is in contradiction with the finding of {(Hazarika, 2016; Pearson, 2009)]; Hedge and Suryawanshi,2011)} where they highlighted that the leadership qualities increased after the participation in skill development schemes.

Table 40:Decision Making Power among Different ST Communities and Skill Development

Descriptive Statistics

		N	Mean	Std. Deviation	Minimum	Maximum
Enhanced Individual Decision Making Power	Malayarayan	170	4.39	0.763	1	5
	Urali	81	4.47	0.691	2	5
	Paniyan	1	4.00		4	4
	Muthuvan	29	4.38	0.561	3	5
	Mannan	36	4.50	0.609	3	5
	Ulladan	15	4.53	0.640	3	5
	Hillpulaya	17	3.94	0.429	3	5
	Other	4	4.25	0.957	3	5

Source:Field Survey, 2019

Table 40 shows the difference in decision making power among different ST communities. The mean value of decision making power of Ulladan community is higher (4.53) among the different communities followed by Mannan (4.5) and Urali.

Table 41: ANOVA Result of Decision Making Power among different ST Communities and Skill Development.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Enhanced individual decision making power	Between Groups	4.878	7	0.697	1.416	0.198
	Within Groups	169.801	345	0.492		

	Total	174.680	352			

Source: Field Survey, 2019

Table 41 shows the hypothesis testing result of effect of skill development program on the decision making power of the respondents. It is clear from the table that the P value (0.198) is greater than the significance level and hence we fail to reject the null hypothesis$H_{010.}$ This indicates that even after the skill development program the decision making power of the respondents have not changed much. This finding contradict the findings of {(Jacob 2007; Hegde & Suryawanshi, 2011)} where the study found an improvement in the decision making power of the respondents after the skill development.

Table 42:Personality Improvement and Skill Development

Descriptive Statistics						
		N	Mean	Std. Deviation	Minimum	Maximum
Improved personality	Malayarayan	170	4.49	0.740	1	5
	Urali	81	4.41	0.703	2	5
	Paniyan	1	5.00		5	5
	Muthuvan	29	4.38	0.561	3	5
	Mannan	36	4.50	0.609	3	5
	Ulladan	15	4.47	0.640	3	5
	Hillpulaya	17	4.18	0.529	3	5
	Other	4	4.50	0.577	4	5

Source: Field Survey, 2019

Table 42shows the effect of skill development training on the personality among different ST Communities When we assess the mean value improved personality it can be seen that the mean value is almost similar for all tribal communities.

Table 43: ANOVA Result of Personality Improvement and Skill Development Among Different ST Communities

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Improved personality	Between Groups	2.217	7	0.317	0.662	0.704
	Within Groups	165.064	345	0.478		
	Total	167.280	352			

Source: Field Survey, 2019

Table 43shows the effect of skill development training on the personality of the tribal respondents. It can be see that the p value is greater than the significance value 0.05. Hence we fail to reject the null hypothesisH_{011}. This means that there is no difference in the personality of the respondents after the skill development.

Table44: Involvement in the Social Activities Among Different ST Communities and Skill Development

Descriptive Statistics						
		N	Mean	Std. Deviation	Minimum	Maximum
Involvement in the social activities	Malayarayan	170	4.41	0.693	1	5
	Urali	81	4.28	0.711	2	5
	Paniyan	1	5.00		5	5
	Muthuvan	29	4.28	0.591	3	5

	Mannan	36	4.56	0.558	3	5
	Ulladan	15	4.27	0.704	3	5
	Hillpulaya	17	4.00	0.500	3	5
	Other	4	4.50	0.577	4	5

Source: Field Survey, 2019

The table 44 shows that respondents involvement in the Social Activities Among Different ST Communities and Skill Development. The mean value(5) of the Paniyan community has the highest among other tribal communities followed by Mannan community who has 4.56 mean value, Malayarayan 4.41. Urali and Muthuvan have equally distributed the mean vale of 4.28. It can be seen that Paniyan community has been experiencing involvement in the social activities after skill development

Table 45: ANOVA Result of Involvement in Social Activities and Skill Development

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Involvement in the social activities	Between Groups	5.325	7	0.761	1.701	0.108
	Within Groups	154.261	345	0.447		
	Total	159.586	352			

Source: Field Survey, 2019

Table 45shows that extent of the involvement in the social activities of tribal communities. There is a negligible percentage of difference can be seen of the involvement of social activities among various tribal communities in the study area.

Here, the p value is greater than the significance value 0.05. Hence we fail to reject the null hypothesisH_{012}. This means that skill development training has not helped the tribal community in terms of improving their involvement in the social activities.

Section III

In this section, an attempt has been made to understand whether there is any difference in the economic status of the tribal community with skill development and without skill development.

Objective 3

To understand whether the economic status of the tribals with skill development is different from those without skill development.

Table 46:.Categories of Respondents with Skill Training and without Skill Training

ST Community	Skill training		Not undergone skill training	
	Frequency	Percent	Frequency	Percent
Malayarayan	170	48	60	61.9
Urali	82	23.2	13	13.4
Paniyan	1	0.3	0	0
Muthuvan	29	8.2	13	13.4
Mannan	36	10.2	9	9.3
Ulladan	15	4.2	0	0
Hillpulaya	17	4.8	1	1
Other	4	1.1	1	1
Total	**354**	**100.0**	**97**	**100.0**

Source: Field Survey, 2019

Table 46 shows distribution of the respondents as per the community. It is evident from the table that majority of the respondents with training and without training are form the Malayarya community with the percentage of 48 percent and 61.9 percent respectively. Following with Urali community 23,3 percent and 13.4 percent, Mannan community 10.2 percent, and 9.3 percent, Muthuvan community 8.2 percent and 13.4 percent, Hill pulaya community 4.8 percent and 1 percent, Ulladan 4.2 percent and 0 percent respectively. It is important to note that the leading percentage of beneficiaries from the Malayaraya community followed by Urali, Mannan, Muthuvan and Hill Pulaya in both categories of skill training received respondents

and not undergone skill training respondents. This finding support the evidence given by (Rajasenan et.al, 2013) where they found that the benefits of skill development programmes and reservation of government jobs are highly benefitted the, Malayaraya community due to their high education standards.

Table 47: Gender

Gender	Skill training		Not undergone skill training	
	Frequency	Percent	Frequency	Percent
Male	199	56.2	68	70.1
Female	155	43.8	29	29.9
Total	**354**	**100**	**97**	**100**

Source: Field Survey, 2019

Table 47 shows the gender distribution of the respondents with training 56. 2 percent were males and 43.8 percent were females. Whereas in the control group 70.1 percent were males as against 29.9 percent females.

Table 48: Age distribution

Age	Skill training		not undergone skill training	
	Frequency	Percent	Frequency	Percent
0-20	47	13.3	3	3.1
21-40	249	70.3	75	77.3
41-60	54	15.3	19	19.6
61-80	4	1.1	0	0
Total	**354**	**100**	**97**	**100**

Source: Field Survey, 2019

Table 48 reveals that the distribution of respondents who have received skill training in terms of their age group. It is evident from the table that majority of the respondents from both the categories were in the age group of 21-40. This indicates the fact that most of the rural youth were a part of the skill development program

Table 49: Educational Status of the Respondents

Educational Status	Skill training		not undergone skill training	
	Frequency	Percent	Frequency	Percent
Illiterate	5	1.4	1	1
Primary	32	9.1	2	2.1
High School	108	30.5	33	34
Higher Secondary or equivalent	82	23.2	19	19.6
Degree/Diploma	101	28.5	29	29.9
Post-Graduation	26	7.3	13	13.4
Total	**354**	**100**	**97**	**100**

Source: Field Survey, 2019

Table 49 shows that majority of the respondents from both groups have completed high school. The percentage of illiterates in the sample is only less in number to the extent of 1.4 percent and 1percentage without skill training. Likewise, 9.1 percent of the respondents have completed education up to primary level only where as it is only 2.1 percent in the control group. Another important inference is that compared to the training group there is a higher proportion of respondents who have completed post graduation in the control group. It is interesting to note that major portion of the respondents have covered high school level of education in both the categories. A similar finding also has been in the study of (Kumar and Ramya,2017) where the authors found that most of the respondents have completed high school level.

Table 50: Housing Characteristics

	Skill training		Not undergone Skill training	
	Frequency	Percent	Frequency	Percent
rented	3	0.8	4	4.1
own	351	99.2	93	95.9
Total	**354**	**100**	**97**	**100**

Source: Field Survey, 2019

Table 50 depicts that the housing characteristics of the respondents. It is clear that there is very less percentage of the respondents without own house. In both the categories the percentage of respondents living in rented house were 0.8 percent and 4.1 percent respectively with training and without training. . Where as in the group of respondents who were not undergone skill development training, 95.9 percent have own land and 4.1percent has rented houses.

Table: 51: Source of water

Source of Water	**Skill training**		**Not undergone skill training**	
	Frequency	Percent	Frequency	Percent
Pond	143	40.4	31	32
River	5	1.4	0	0
Pipe Water	119	33.6	19	19.6
Tube Well	5	1.4	1	1
Well	81	22.9	45	46.4
Other	1	0.3	1	1
Total	**354**	**100**	**97**	**100**

Source: Field Survey, 2019

Table 51 shows the source of water among the tribal population. 40.4percent of respondents depend on ponds for source of water, 33.6 percent of respondents have pipe water for water facilities, 22.9 percent of respondents have been depending on well for water. Where as in the group without skill training, the respondents are depending on well, pond, pipe water. The representation gets a conclusion that most of the respondents have pond, pipe water and well for source of water.

Table 52: Sanitation Facility

Sanitation	**Skill training**		**Not undergone skill training**	
	Frequency	Percent	Frequency	Percent

No	10	2.8	1	1
Yes	344	97.2	96	99
Total	**354**	**100**	**97**	**100**

Source: Field Survey, 2019

Table 52represents the scenario with respect to sanitation facilities. It is evident that majority of the respondents in both the category have proper sanitation facilities. 97.2percent of the respondents have sanitation facilities where as that only 2.8percent of respondents do not have proper sanitation facilities. Where as in the group without skill training, most of the respondents have sanitation facilities.

Table 53: Land Ownership Pattern among those who Received Training and Not Received Training

Land Area	**Skill development training**			
	No		Yes	
	Count	Percentage	Count	Percentage
No Land Area	4	4.1	2	0.6
1 to 50 cents	32	33.0	117	33.1
51 to 100 cents	26	26.8	103	29.1
100 to 200 cents	26	26.8	90	25.4
above 200 cents	9	9.3	42	11.9
Total	**97**	**100**	**354**	**100**

Source: Field Survey, 2019

Table 53 shows the possession of land area among those who received training and not received training. Out of this distribution 33 percent of respondents without skill training have land area between 1 to 50 cents. There is an equal distribution of respondents with the possession of land area between 1 to 50 cents with training and without training. 9.3 percent of respondents have land area above 200 cents and 4.1 percent of respondents are without any land possession in the category of respondents without training. The skill development training received respondents are slightly better than not received training respondents in terms of the distribution of land area.

Table 54:Mann-Whitney U Test of Land Areaof the Respondents with Skill Training and without Skill Training

Mann-Whitney U Test		
	Mann-Whitney U	Sig
Land Area	16312	0.433

Source: Field Survey, 2019

From Table 54, it is clear that the P value is 0.433. Since the P value is less than 0.5 we fail to reject H_{013}. This means that the land ownership pattern is not different between the respondents with training and without training.

Table 55: Employment Status of the Respondents with Skill Training and without Skill Training

Employment Status	Skill development training			
	No		Yes	
	Count	Percentage	Count	Percentage
Unemployed	0	0.0	90	25.4
Self-employment	17	17.5	129	36.4
Casual employment	18	18.6	37	10.5
Regular salaried	62	63.9	98	27.7
Total	**97**	**100**	**354**	**100**

Source: Field Survey, 2019

Table 55 depicts the employment status of the respondents with training and without training. In the category of respondents without training 63.9 percent are regular salaried employees followed by causal employment (18.6%). In the case of respondents with skill training , 34.5 percent are self employed followed by regular salaried category (28 percent). It is also to be noted that 25.4 percent of the respondents who have undergone skill training are in the unemployed category. This is an indication that some of the skill training programs are not very successful in terms of providing employment to these respondents.

Table 56: Mann-Whitney U Test of the Employment Status Respondents with Skill Training and without Skill Training

Mann-Whitney U Test		
	Mann-Whitney U	Sig
Current Employment Status	17081.500	0.936

Source: Field Survey, 2019

From table 56, it can be seen that the P value of 0.936 is greater than the significance level of 0.05. Hence, we fail to reject H014. It can be concluded that there is not much difference in the employment status of those with skill development training and without training.

Table57: Sector of Employment of the Respondents with Skill Development Training and without Skill Training

Nature of Employment	**Skill development training**			
	No		**Yes**	
	Count	Percentage	Count	Percentage
Agriculture Related	21	21.6	84	31.8
Industry Related	20	20.6	81	30.7
Service Related	56	57.7	99	37.5
Total	97	100	264	100

Source: Field Survey, 2019

Table 57 depicts the sector of employment among those who received training and not received training. In terms of employment sector, it can be seen that the highest percentage of respondents are employed in the service related sector from both the categories. 37.5 percent of respondents from the training category and 57.7 percent from the category without training are in the service sector. It is a clear indication that most of the respondents are interested to get employment in service sector in both category. This finding is similar to the study of (Srivastava, 2016; (Panth, 2013)). In these studies showed a comparison of two years 1999-2000 and 2009-2010 there is a shift from agriculture and manufacturing to non manufacturing and service sectors.The second highest percentage of respondents are employed in the agricultural sector followed by the industry related employment in both the categories. This is a clear indication that tribal community is still depending upon the agricultural sector for their

livelihood. Even with skill development training they were not able to shift to the industrial sector.

Table 58: Mann Whitney U Test for Employment Sector of the Respondents with Skill Training and without Skill Training

Mann-Whitney U Test		
	Mann-Whitney U	Sig
Nature of employment	10224.000	0.002

Source: Field Survey, 2019

From table 58 it is clear that the P value is significant at 5 percent level. Hence we reject H_{015}.This implies that there is a significant difference in the employment sector between those who received training and who have not received training. This finding supports the arguments of (Yashodha & Jagadeeswari, 2015) that in order to improve income and employment the sectoral migration workers from agriculture to industrial sector and service sector is important with skill training.

Table 59: Organizational form of Employment of the Respondents with Skill Development Training and without Skill Training

Employment Sector	**Skill development training**			
	No		**Yes**	
	Count	Percentage	Count	Percentage
Private Sector	38	39.2	207	78.4
Government Sector	56	57.7	45	17.0
Public Private Partnership	3	3.1	12	4.5
Total	97	100	264	100

Source: Field Survey, 2019

Table 59 depicts the organizational form of employment of the respondents. It is interesting to note that majority of the respondents with training are employed in the private sector (78.4

percent) only 17 percent are employed in the government sector. In the category of respondents without training 57.7 percentage is employed in the government sector where as 39.2 are in the private sector. From this it can be inferred that even though there are so many programs which provide coaching for PSC training , this has not helped the tribal community to get a job in the employment sector.

Table 60: Mann Whitney U Test of Organizational Form of Employment of the Respondents with Skill Development Training and without Skill Training

Mann-Whitney U Test		
	Mann-Whitney U	Sig
Employment Sector	8049.000	0.001

Source: Field Survey, 2019

From table 60 it is clear that the P value is significant at 5 percent level. Hence we reject H_{016}. It can be concluded that there is a significant difference in the organizational form of employment of the respondents with skill training and without skill training.

.**Table 61: Saving Habits of the Respondents with Skill Development Training and Without Training**

Savings habit	Skill development training			
	No		Yes	
	Count	Percentage	Count	Percentage
No	0	0	20	5.6
Yes	97	100	334	94.4
Total	97	100	354	100

Source: Field Survey, 2019

It can be seen from table 61 that there is a negligible difference in the saving habits of both the categories. Majority of the respondents in both the categories have savings. But in without skill training group has got 100 percent saving habit. But with skill development training the saving habit was increased. This is similar to the finding of (Babu, 2019) where he found that the saving habits has been increased after joining Continuing Education Programme(CEP).

Table 62: Mann-Whitney U Test of Savings Habits of the Respondents with Skill Development Training and without Training

Mann-Whitney U Test		
	Mann-Whitney U	Sig
Savings habit	16199.000	0.017

Source: Field Survey, 2019

Table 62 shows that P value is significant at 5 percent level and hence we reject $H_{017.}$ This means that there is a difference in the saving habit of the respondents with the skill training and without skill training.

Table 63: Bank Savings of the Respondents with Skill Development Training and Without Training

Bank savings	**Skill development training**			
	No		**Yes**	
	Count	Percentage	Count	Percentage
No	0	0	38	10.7
Yes	97	100	316	89.3
Total	97	100	354	100

Source: Field Survey, 2019

Table 63 shows that 89.3 percent of the respondents have bank savings from the category of respondents with training where as 10.7 parentage doesn't have bank savings. In the category of respondents without skill development training all of them have bank savings.

Table 64: Mann-Whitney U Test of Bank Savings of the Respondents with Skill Development Training and Without Training

Mann-Whitney U Test		
	Mann-Whitney U	Sig

Bank savings	15326.000	0.001

Source: Field Survey, 2019

Table 64 shows that P value is significant at 5 percent level and hence, we reject $H_{018.}$ This means that there is a significant difference in the bank savings of the respondents with the skill training and without skill training. This finding support the argument given by (Govind, 2019) that the tribal population in many parts of the Kerala state are still unaware of the major services provided by the commercial banks.

Table65: Monthly Income of the Respondents with Skill Development Training and Without Training

Group Statistics				
	undergone training	**N**	**Mean**	**Std. Deviation**
Monthly income	No	97	22285.57	13927.147
	Yes	354	8125.68	9916.315

Source: Field Survey, 2019

Table 65 depicts the average monthly income of the respondents with Skill Development Training and Without Training. It is clear that the average of the respondents without skill development training (Rs.13927.140 is higher compared to the average income of the respondents with training (Rs.9916.315)

Table 66:Independent Samples Test of the Monthly Income of the Respondents with Skill Development Training and without Training.

Independent Samples Test				
	t-test for Equality of Means			
	T	Df	Sig	Mean Difference

Monthly income	Equal variances not assumed	9.383	123.874	0.0001	14159.889

Source: Field Survey, 2019

It can be seen from table 66 that the P value is less than the significance level at 5 percent. Hence, we reject the null hypothesisH_{0190}. This finding support the evidence given by (Munisamy, 2018) that majority of the labourers monthly income is not enough to meet their daily expense. One of the reasons for this difference may be attributed to the fact that majority of the respondents without training are employed in the regular salaried category where as those who have received training are mainly employed in the self employment .

Table 67: Number of Working Hours of the Respondents with Skill Development Training and without Training

Group Statistics				
	Undergone training	N	Mean	Std. Deviation
Hours worked	No	97	7.79	1.391
	Yes	354	5.09	3.589

Source: Field Survey, 2019

Table 67 shows statistics of number of hours worked of the respondents between undergone skill development training and not undergone skill development training. In terms of number of hours worked , the mean value of the respondents who did not undergone training is 7.79 where as it is 5.09 under the category of skill training respondents.

Table 68: Independent Sample Test of Difference in the Number of Working Hours of the Respondents with Skill Development Training and without Training.

Independent Samples Test					
		t-test for Equality of Means			
		T	df	Sig	Mean Difference
Hours worked	Equal variances not assumed	11.389	401.855	0.0001	2.703

Source: Field Survey, 2019

Table 68 shows that the P value is less than the significance level. Hence, we reject the null hypothesis (H_{020}), which means that there is a significant difference in working hours among people who got training and not received skill training.

.**Table 69: Number of Months Worked in a Year of the Respondents with Skill Development Training and without Training**

Group Statistics				
	undergone training	N	Mean	Std. Deviation
Number of months worked in a year	No	97	11.49	1.589
	Yes	354	6.78	5.063

Source: Field Survey, 2019

Table 69 shows the difference in the number of months worked in a year between those who received skill development training and not received training. The average number of months worked in a year is 11.49 for respondents without training where as those with training has comparatively lesser months of works to the extent of 6.78 months.

Table 70: Number of Months Worked in a Year of the Respondents with Skill Development Training and without Training

Independent Samples Test					
		t-test for Equality of Means			
		T	Df	Sig	Mean Difference
Number of months worked in a year	Equal variances not assumed	15.026	442.283	0.0001	4.714

Source: Field Survey, 2019

Table 70 shows that the P value is less than the significance level. Hence we reject the null hypothesis H_{021}. We can conclude that there is difference in the number of months worked in a year between those who received skill development training and not received training. This finding supports the observations of (Kumar and Ramya,2017) where they found that majority of the respondents who have undergone skill development training have achieved over all improvement in their income level.

6. Result and Findings

This section gives an overview about the major results and findings from the study. The main objective of this study was to understand the effect of skill development program among the tribal community in Idukki district. With this research issue in hand, three important research objectives have been analyzed:

The first objective of the study was to understand the nature of the skill development program given to the respondents in the study area. It has been observed that most of the respondents belongs to the Malayraya community followed by Urali tribes. Majority of the respondents who were a part of the skill development training program belonged to the age group of 20-40 which indicates that major portion of the tribal youth are a part of the skill development

program. Gender wise categorization of the respondents shows that compared to males, majority of the males were part of this training. The educational status of the respondents reveals that most of them have completed high school. There are very few respondents with post graduation.

Most of the respondents have completed high school level only following that plus two and degree or diploma level of education. It is an indication that almost all respondents have completed have completed High school level and above. It shows that tribes have interest to get education. When it comes to the housing facility most of them are staying in own house. It has been revealed during the field survey that most of the respondents are the beneficiaries of housing project schemes.

Regarding the schemes of skill training, it is evident that most of the respondents are the beneficiaries of Gothrajeevika and DDUGKY. The skill development schemes of central/state governments implemented with the support of ITDP offices, Kudumbasree and NGOs in Idukki district are well functioning. Uunder the Gothra Jeevika Program majority of the respondents have undergone PSC training followed by plumbing and dress making. Under DDUKGY, majority of the respondents have received training in Customer Retail Service. Under, SCVT, majority of the respondents have received training in electrical and plumbing. Under Assistance for self-Employments category most of the respondents have received training in Psc coaching, Computer coaching and fashion designing and electrical. Under the aid NABARD, majority of the respondents have undergone Apiculture training followed by agriculture and dress making. Few respondents have engaged in Arrow root cultivation and its processing acquired by traditionally. During the field study, the arrow root cultivation respondents suggested that they want to get marketing facilities for the widespread availability of arrow root products.

Most of the respondents received training in the skilled category and semi skilled category. An interesting observation in this context is that there is only less percentage of the respondents who have received training under the high skilled category.

The second objective of the study was to analyze the effect of skill development program on the socio economic status of the tribal community. This effect has been analyzed with respect to change in the economic status as well as social status of the tribal after the training.

Economic status of the Tribals after the skill development

The skill development program has helped the respondents to reduce the level of unemployment as well as to shift from casual employment to self-employment and employment with regular salary. This is a clear indication that the skill development training has provided them with the necessary skills to enable them to get employment in the industry and service related jobs. There is an improvement in industry related and service related employments after skill development and reduced the dependence on agriculture related employments.

The average number of working hours has increased in the post skill development training period. Therefore it can be concluded that skill training has helped the tribal community to work more and earn more through the enhancement of capability. There is a positive difference in number months worked before and after skill development. The average number of months worked has increased in the post skill development training period. This has also resulted in an improvement in the monthly income of the respondents after the skill development.

It is observed that most of the respondents have bank account and little improvement in savings after the skill development training. During the field survey it has been revealed that opening of bank account was done at the time of skill development training period itself.

Social Status of the Tribals after skill development

The study found that there is not much improvement in the social status of the respondents even after the skill development training. The improvement in social status has been captured through the change in the leadership skills, personality, decision making power, interaction with other community members and involvement in social activities. The results of the hypothesis testing with reference to the above parameters showed insignificant result which is an indication that skill development has not helped the community to improve the social status.

The third objective of the study was to understand whether the economic status of the tribals with skill development is different from those without skill development. Majority of the respondents in both the categories were from Malayarya community followed by Urali, Mannan , Muthuvan and Hill Pulaya. Majority of the respondents from both the categories were in the age group of 21-40. This indicates the fact that most of the rural youth were a part of the skill development program It is interesting to note that majority of the respondents have completed high school level of education in both the categories. It is also found that more than

90 percent of the respondents have own land in both the categories. With respect to the nature of employment it was found that from both the categories, majority of the respondents are employed in the service sector jobs. Regarding the organizational form of employment, the study revealed that majority of the respondents with training are employed in the private sector and very few percentage of respondents are employed in the govt sector. In the category of respondents without training, more than 50 percent of the respondents are employed in the govt sector where as 39.2 are in the private sector. The average monthly income of the respondents with training is lower compared to the group of respondents without training. The number of months worked in a year are more in the case of respondents without training compared to the training category respondents. These findings lead us to the inference that the skill development programs have not helped the tribal community to improve their economic status.

6. Policy Implications and Recommendations

1. The benefits of the skill development are concentrated in few tribal groups. Efforts should be made to extend the benefits to other tribes too.

2. The study reveals that even though there are different skill development schemes implemented by the central govt, only limited no. of schemes are implemented in Iduki district. State govts should take the initiative to implement the announced schemes to benefit the tribal community.

3.Skill development programme are being done in certain panchayaths frequently. This situation has to be changed and promoters and the implementing agency have to ensure that the skill development schemes are implemented in all panchayaths equally. It has been observed that there is a concentration of the skill development schemes in certain panchayaths.

4. Arrow Root Powder production unit, need marketing license and exporting license

5.There are many respondents who have undergone software skill training and PSC coaching. But they were not able to get into such kind of jobs for which they have trained. This calls for more effective training in these areas.

6.Availability of the allied products and equipments are very important to start their work or self employment unit. Providers of skill development training should ensure to ensure that the machineries and equipment received immediately after training.eg. Tailoring machine, tools

for plumbing etc. Course completion certificate should be provided as soon as when they completing the t training.

7. Ensure placement of the trainees in accordance with the training received. Most of the trainees quit the job and seeking other jobs and higher studies due to low salary, security of government jobs, current job is not up to their dream.

8. The Broom making labourers have to wait for price hiking of their product. The present price is not the required price to run their families. Respondents are experiencing lack of marketing facility for Honey production. Government has the responsibility to export the product to collect the honey from the farmers.

9. There is a lack of support effort from Promoters to bring skill development training in their responsible tribal area. Hence, govt should come up with a monitoring mechanism for the effective implementation of the training programs.

10. Polytechnic courses are not sufficient for getting a high salaried or government job. So there must be modifications in the syllabus of this course.

6.1 Recommendations for further Research

Skill development is very important for the upliftment of the tribal community out of poverty and unemployment. Here, the researcher has made an attempt to examine the effect of skill development training among the tribal population in Idukki district in Kerala. It can be extended to study the entire districts of Kerala and the entire states of India. The study can be extended to analyze the effectiveness of skill development training in each tribal communities separately. Evaluative study with respect to specific schemes of tribal skill development is also suggested.

7. Limitations of the Study

The study is limited to only specific panchayaths due to the non availability of data related to the beneficiaries of skill development training program in other panchayaths. The researcher interviewed samples restricted in certain Panchayaths. The skill development training has not yet reached to the rest of the panchayaths.

Tribal people are the vulnerable group of people. We cannot approach the tribal settlements without permission. So the permission from the state and district tribal department is little difficult task.

8. Conclusion

It is essential to implement skill development schemes to maintain the sustainability of the tribal population. This study is directed to get some insights to develop the tribal population in many ways. The study found that the skill development training has helped the tribal community to have an improvement in their economic status in terms of an increase in the number of working hours, increased income and shift of employment. The central/ state governments skill development schemes are enough but those schemes have not reached to all the categories of tribal population in Idukki district. The tribal department must take the effort to implement the training in every nook and corner of the tribal settlements and every panchayats in the district.

9. Chapter Scheme

Chapter 1: Introduction

This chapter given anover view of describes the tribal population in India and Kerala. It also includes the description about the different tribes, their characteristics as well as the tribal settlements in Idukki district**.**

Chapter 2: Literature Review

This chapter deals with the literature review related to the socio economic conditions of tribal population and the impact of skill development programme on the marginalized sections of the society. Reviews consists of various, studies, articles and writings by various scholars and academicians. The review has been divided thematically on the basis of the following aspects, viz, Tribal Population and Socio-economic Conditions, financial inclusion, effect of various skill development schemes etc.

Chapter 3: Research Methodology

This chapter includes the research problem, research objectives, hypotheses and research design.

Chapter 4: An Overview of Skill Development Schemes in India

This chapter gives an overview of the important skill development programs by the central and state govt with special reference to Kerala state and Idukki district. The details are given in the following manner:- Skill development training, Impact of Globalization on Tribal World,

Inclusivity of Tribal Communities in Skill development training, Skill Development in India, Institutional Mechanisms of Skill Development, Policy Frame work for skill Development, National Skill Development Policy, Skill development Programme among tribal population, Overview of Scheme for Tribal Population in India, Tribal Skill Development Schemes in Kerala, Skill Development Schemes in Idukki District, Skill Development and NGOS

Chapter 5: An Analysis of the Socio Economic Status of the Tribal Community in Idukki District

This chapter deals with the analysis of the primary data collected with respect to the nature of skill development programs, the socio economics status of the tribal community as well as a comparison of the economics status of the respondents who have undergone training with those tribals who were not a part of this program.

Chapter 6 : Conclusions and Policy Implications

In this chapter the important findings emerging out of the study will be included followed by conclusions, limitations and scope for further research.

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12. Appendices

Publications

Journal : Third Concept

Topic : Skill Development and Tribal Youth of Kerala

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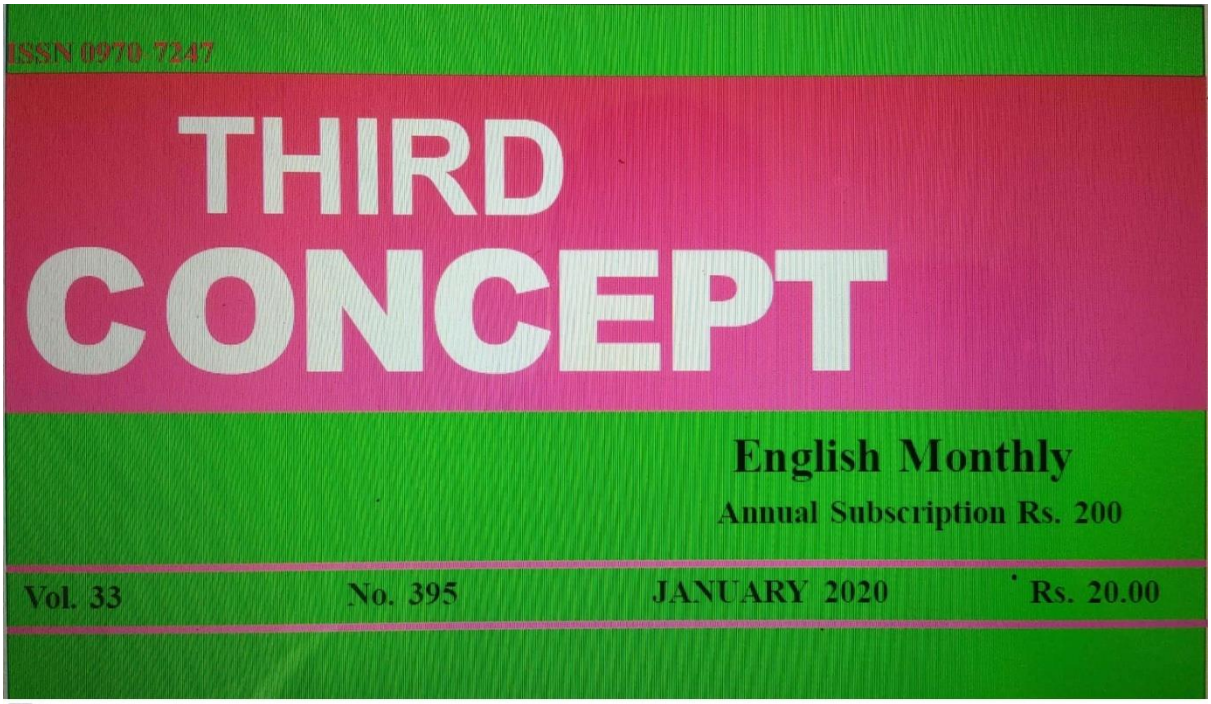

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Presentations

1. 5th International Young Scientist Conference(IYSC-2019)
   Organized by International Science Community Association
   (Registered under Ministry of Corporate Affairs of India)
   In collaboration with Mid Western University, Surkhet, Nepal
   Date: 8th& 9th may 2019
   Topic : Awareness of Skill Development Programme among the Tribal Youth Population: A Study of Idukki District in Kerala.
2. International Conference on Advanced Innovations in Science & Technology(ICAIST-2020)
   Organized by Jai Bharath Arts and Science College, TECHOWN &ARMAGNA
   Date: 5th-7th February,2020

Topic : Effect of Skill Devlopment Programme among Tribal Population in Idukki District, Kerala.

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5th International Young Scientist Congress

(IYSC-2019)

8th & 9th May, 2019

Organized by

International Science Community Association

(Registered under Ministry of Corporate Affairs, Government of India)

in collaboration with

Mid-Western University, Surkhet, Nepal

Certificate

This is to certify that Ms. Regeena Augustine has participated in 5th International Young Scientist Congress (IYSC-2019) on 8th & 9th May 2019 held at Mid-Western University, Surkhet, Nepal and presented a research paper (oral/poster) entitled **Awareness of Skill Development Programme among the Tribal Youth Population: A Study of Idukki District in Kerala, India.**

Prof. Dipak Sharma, Coordinator IYSC-2019, Professor, Maharaja Ranjit Singh College, Indore, MP, India

Prof. Md. Azharul Islam, Advisor IYSC-2019, Professor, Bangladesh Agricultural University, Mymensingh, Bangladesh

Prof. Deba Bahadur Khadka, Convener IYSC-2019, Dean & Professor, Mid-Western University, Surkhet, Nepal

Prof. Upendra Kumar Koirala, Chief Patron IYSC-2019, Vice-Chancellor, Mid-Western University, Surkhet, Nepal

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CERTIFICATE

International Conference on Advanced Innovations in Science & Technology

ICAIST - 2020

organized by Jai Bharath Arts & Science College, TECHOWN & ARMAGNA

This is to certify that Ms. Regeena Augustine of Christ University has done his/her excellence in presenting research paper titled Effect of Skill development programme among tribal population in Idukki, Kerala at Perumbavoor, Kerala 5th - 7th February 2020

Dr. Muhammad Mahadi Bin Abdul Jamil, Universiti Tun Hussein Onn Malaysia UTHM, Johor, Malaysia

Prof.Dr.Nissam Rahman A, Principal, Jai Bharath Arts & Science, Perumbavoor, Kerala